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INDIVIDUAL EMOTIONAL DEVELOPMENT AND FAMILY FUNCTIONING: POSITIVE DISINTEGRATION AND THE CIRCUMPLEX MODEL

by

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A THESIS
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF
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Sincerely,

David Olson

David H. Olson, Ph.D.
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DEDICATION

To Bill, Carolyn and Daniel,
whose family love encourages
Ultimate Love.

ABSTRACT

The phenomenon of family as constituted of individual and family system characteristics provides a unique opportunity for the study of emotional development and family processes within an individual-relatedness context.

The major purposes of this research were the following: to study the relationship between individual emotional development and family functioning; and to discern, within family interaction, the thematic categories related to family cohesion, adaptability and communication. The theory of Positive Disintegration and the Circumplex Model of family functioning provided the conceptual frameworks.

Sixteen families, consisting of 64 adolescents and parents, comprised the respondent families. Eleven of these families participated both as individual family members and as family units.

A multi-method approach to data collection was utilized. Family members responded as individuals to two research instruments: the Verbal Stimuli Test as an assessment of emotional development and the FACES II test of family functioning related to cohesion and adaptability. The family as a unit also participated in a family interaction session which was videotaped and rated by two trained raters, utilizing a clinical Rating Scale. A third source of data was a qualitative synthesis of family functioning characteristics as revealed to the researcher in semi-structured interviews during the family interaction session. Data analyses consisted of a correlational analysis of the relationship between scores on the Verbal Stimuli Test and FACES II test, observer ratings of family functioning, and derivation of thematic categories from a synthesis of all data collected.

The hypothesis that there is a significant positive correlation between level of emotional development and perception of family functioning was not confirmed. Family members who had attained high levels of emotional development did not necessarily perceive their family system as balanced related to cohesion and adaptability. A discussion of this lack of relationship is provided, with emphasis upon the qualitative differences between lower and higher levels.

The major research findings of this study consisted of a qualitative syntheses of thematic categories of individual-family functioning. Qualities such as family love, constructive communication, individual-participation balance, adaptability balance and strength of marital dyad were evident.

A theoretical development of the implications of the theory of Positive Disintegration for family functioning is presented.

An important outcome of this multi-method research process was the engagement of family members in individual reflection and family communication to enhance individual-family relatedness.

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My family of origin, who first taught me the meaning of family love, of disintegration and reintegration.

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Chapter I

INTRODUCTION

"It is important never to lose the person in/for the system, nor to forget the power of the system on the person, nor the impact of a person upon a system."

(Duhl & Duhl, 1981, p. 489)

Statement of the Problem

Family constitutes that most critical of human contexts wherein, as Tillich affirms, the individual engages the "courage to be as oneself" and the "courage to be as part of" the family dance. Reflection upon one's own families of origin and procreation as well as the opportunities of being involved in therapy and enrichment programs renew the conviction that there is need to reappraise the interface between theories of individual development and concepts of family systems.

The present study addresses the problems of this interface by considering the individual and intrapsychic phenomena as important as the family system and interactional phenomena. Framo (1981) states the problem succinctly:

> I do not agree that in understanding and treating family relationships we should discard everything we have known about dynamic psychology. What goes on inside people's heads is just as important as what goes on between them in their interpersonal relationships. Neither level can be reduced to the other; one does not have to make a choice which is more important. (p. 137)

Framo challenges the family systems perspective which polarizes intrapsychic and interactional phenomena and which stresses only interaction in theory and therapy. Jackson (1967) has noted the movement "from individual to analysis of contexts, or more precisely, the system from which individual conduct is inseparable" (p. 139). Dell (1982) affirms the necessary shift from an etiology or linear causation model to an evolutionary paradigm which posits that aspects of a family system reflect a certain coherence, fit, or general complementarity.

It is within this contextual coherence that the individual system reflects a level of emotional development. As Duhl and Duhl (1981) maintain:

> It is important to understand the individual people who make up the marital or family system and their individual developmental processes, as well as those of the family system as a whole....Systems do not experience, no matter how glibly, or anthropomorphically we describe them; individuals experience. (p. 489)

There is a value in bridging individual and family systems concepts. As Olson, Russell and Sprenkle (1983) conclude " . . . we support any efforts to relate individual dynamics to one's current or past family system" (p. 80). The individual cannot be lost in the system.

The statement of the problem expressed above in the words of other scholars is reflected in my own experience as a theoretician, professional counsellor and person. These experiences are summarized as follows:

1. Philosophically, the dimensions of individuality and

relatedness pose a fascinating problem. Whitehead (1967, 1968), in his Process philosophy, has addressed the problem profoundly and in dimensions that are truly universal. Tillich (1951, 1952), the theologian, has transmitted his own enthusiasm for questions on individualization/participation, dynamics/form and on the problems of destiny/freedom. Gurdjieff, the mystic, has spoken of the necessity of a "third force" or a relationship balance between dialectical processes (Ouspensky, 1971). These thoughts are exciting.

2. Creative parallels begin to emerge between the theoretical concepts just noted and the Circumplex Model of marital and family functioning as proposed by Olson et al (1983), with its emphasis on dimensions of cohesion, adaptability and communication. The concepts of individuality and relatedness, individualization and participation appear related to cohesion, the concept of dynamics/form is reflected in the adaptability dimension. The relationship balance appears similar to the balance postulated within the Circumplex Model and facilitated by communication. Such parallels engender enthusiasm to apply great theory to humble practice.

3. Contact with Dabrowski and his theory of Positive Disintegration have offered the exciting possibilities not only of transforming family crises into developmental opportunities for individuals, but of seeing an evolutionary view of emotional

development. Above all, Dabrowski's concept of multilevelness challenges one to an enriched appreciation of both individual and family dynamics and to explore the relationships between the two.

4. The challenges of my own clinical practice in individual and family counselling as well as developmental workshops for divorced, separated and widowed people have led to a concern for healthy marital and family functioning. The tensions between the contemporary ethic of "doing my own thing" and the "let's get together" values implicit in family functioning continue to pose critical questions. We cannot get away from the fact that each of us is a "being-in-relationship" and that one's choices are always relational and within a contextual framework. Life as lived by so many seems to be marred by individual/relational problems--problems that emerge frequently within the family system.

5. In my own life I have, with varying degrees of success, faced personal challenges of balancing individual growth, marital relationship fulfillment, and family responsibilities. These personal challenges have provided the crucible of change and the lure of developmental possibilities. This personal interaction of individuality and family life has helped draw a clearer picture and "statement of the problem" that is the topic of this research.

Research problems, exciting though they may be, require definition and exploration into the feasibility of enquiry. The present problem may be refined into the following research questions: Is there a relationship between an individual's level of emotional development and family functioning? Are more adequate family functioning types related to high levels of individual emotional development? What factors would account for possible discrepancies between level of family functioning and level of individual emotional development?

In embarking on the task of making an enquiry into the above questions feasible, one is called upon to share the concern of Gurman and Kniskern (1981) that, not only is there a need to operationalize salient dimensions of family theory, but the resultant measures must be conceptually sound as well as meaningful to clinicians and families. The Circumplex Model of family functioning (Olson et al, 1983) meets these requirements, and provides a conceptual framework for understanding family cohesion and adaptability appropriate to this research.

Concurrently there is a need to explore the lived-experience of the individuals and families from a phenomenological perspective. Such a perspective recognizes the critical importance of understanding individual-family meaning experienced by the researcher who has entered into a dialogal relationship with each family (McLain & Weigert, 1979).

The study of individual development requires a conceptual framework which gives consideration to individual evolution, defines measurable developmental parameters, and emphasizes multilevelness of concepts as well as giving prominence to emotional development. The theory of Positive Disintegration (Dabrowski & Piechowski, 1977) provides such a conceptual model.

The theory of Positive Disintegration and the Circumplex Model provide not only conceptual frameworks for understanding individual and family functioning, but also valid and reliable instrumentation for exploring these concepts: the Verbal Stimuli Test for the theory of Positive Disintegration, and the FACES II test for the Circumplex Model of family functioning.

These tests, together with personal interviews, researcher and observer ratings, and synthesis of qualitative findings provided the data for the present research in which 16 families consisting of 64 members were assessed. This research had as its main purposes to study the relationship between individual emotional development and family functioning, and to discern within family interaction the thematic categories related to family cohesion, adaptability and communication. Levels of individual emotional development were explored in relationship to family functioning.

Significance of the Study

The results of this research should be of general interest to family therapists, developmental psychologists, parents and educators. With increasing awareness of the interactive effects of individual and family system contexts there is need for greater understanding of the relationship between individual and system functioning. With the challenges to family life and the concern for family life education, both educators and parents require further information related to optimal family context types.

This study furthers the research related to positive disintegration and levels of emotional development, an area of significant interest to psychotherapists engaged in counselling individuals. Principles such as the evolutionary nature of development, multilevelness, and the positive value of disintegration, specific to Positive Disintegration theory, have parallels in family system concepts. This study delineates such parallel concepts.

Information obtained in this study should also provide valuable qualitative data to support the quantitative data. Such an approach affirms an appreciation of both kinds of data for comprehensive data collection (Denzin, 1970), and a respect for the "singularity" of each family (Elkaim, 1981; Hoffman, 1981). This study views the family as " . . . at one and the same time a deeply subjective experience and a powerfully objectivated social emergent" (McLain & Weigert, 1979, p. 174). The focus includes description as it appears in the consciousness of the real constituents of the family.

Overview of Chapters

This Chapter has provided a summary of the statement of the research problems, concerns and significance of the study.

The theoretical background and literature related to the theory of Positive Disintegration are presented in Chapter II. A detailed description of the theory and literature related to the Circumplex Model of family functioning are provided in Chapter III. A development of the relation between Positive Disintegration theory and family functioning theory is given in Chapter IV. The methodology and research procedures, emphasizing the multi-method approach, are delineated in Chapter V. Chapter VI consists of a presentation of the data results and interpretation. Conclusions, implication, limitations of the study and suggestions for further research are provided in the final Chapter.

Chapter II

THEORETICAL FRAMEWORK AND RELATED LITERATURE: THEORY OF POSITIVE DISINTEGRATION

Overview

The central themes of individual emotional development and family functioning are presented in this Chapter and Chapter III. Detailed descriptions of the basic conceptual models which provided the theoretical framework for this study, the theory of Positive Disintegration and the Circumplex Model of Family Functioning are discussed in detail. Selected literature and research relevant to the study are noted.

Theory of Positive Disintegration

The theory of Positive Disintegration provides a conceptual framework for the study of the levels of emotional development of individual family members.

Positive Disintegration theory (Dabrowski, 1964, 1966, 1967; Dabrowski, Kawczak & Piechowski, 1970; Dabrowski & Piechowski, 1977) is a theory of human development which centers on the concept of multilevelness of developmental phenomena. The theory conceptualizes human development as evolutionary for the individual rather than ontogenetic and is inclusive of emotional development rather than restricted to cognitive development. The theory has evolved from clinical observation, research and theoretical reflection over some forty years by the Polish

Psychiatrist and Psychologist, K. Dabrowski. Influenced by the theories of Jackson, Jung and Rorschach which included multilevelness concepts, Dabrowski was equally disillusioned with the exclusion of such concepts in the theories of Pavlov, Watson, Adler, Janet and, to a great extent, Freud (Dabrowski, 1964). Bearing some resemblance to Erikson's (1968) epigenetic theory of psychosocial development, Werner's (1948) genetic psychology and Loevinger's (1976) ego-development theory, Positive Disintegration theory underscores several basic concepts. Borofsky (1981) has outlined distinctive elements:

1. Development as dynamic process. Positive Disintegration theory emphasizes the processual dimension of psychological development as continuous evolution, modification and transformation. This evolution is dynamic rather than static with homeostasis or equilibrium as temporary states, rather than the goal of development.

2. Conflict as essential to development. Both intrapsychic conflict and system conflict are considered to be critical motivators of psychological development in Positive Disintegration theory. The developmental process necessarily involves dimensions of intense inner conflict, disequilibrium, inherent anxiety, and depression. Only the lowest level of psychological development or primary integration, and the highest level or secondary integration experience a lack of such inner conflict.

3. Multilevelness: Hierarchization of developmental levels. Positive Disintegration theory postulates a hierarchical classification of constellations of intrapsychic processes which constitute levels of development or 'developmental structures.' In the developmental process, lower levels become subordinate to higher levels, and are integrated by the developmental structures of higher levels. For Dabrowski, multilevelness of development implies the process by which unconscious, simple, reflexive, automatic lower functions become integrated by and subordinate to higher conscious, complex, inhibiting, voluntary functions.

Multilevelness has been designated as the central concept of the theory of Positive Disintegration. As Dabrowski and Piechowski (1977) emphasize, multilevelness offers a new paradigm for understanding human behavior:

> It is now less meaningful to consider for instance aggression, inferiority, empathy or sexual behaviour as unitary phenomena, but it becomes more meaningful to examine different levels of these behaviors. Through this approach, we may discover that there is less difference between the phenomenon of love and the phenomenon of aggression at the lowest level of development than there is between the lowest and the highest levels of love or the lowest and the highest level of aggression. (p. 12)

Different levels are representative of values, arranged hierarchically, with each level revealing a "distinctly different range of a given phenomenon." As Dabrowski had observed in his early research, disparate manifestations of behavior were evident and generally did not coexist in the same person; e.g., primitive, immobilizing fear shaped by external stimuli was distinct from and unrelated to existential fears arising from personal sensitivity to mankind's suffering.

4. Disintegration: Positive vs. negative. The major mechanism for psychological development is disintegration which results from the disequilibrium inherent in conflict. Disintegration of lower level psychological functioning is necessary for movement to and reorganization at higher functioning levels. Positive Disintegration theory postulates the important distinction between positive and negative disintegration. Positive disintegration is a developmental process marked by progressive breakdowns, transformations and reorganizations ultimately attaining secondary integration in very few cases. Dabrowski emphasizes that developmental dynamisms are present and empirically verifiable in positive disintegration, whereas such developmental dynamisms are absent in negative disintegration.

5. Integration: Primary and secondary. Consistent with the concept of multilevelness, personality integration may represent the lowest primitive level of development, primary integration, or it may consist of secondary integration at the highest advanced level. Such psychological experiential states as contentment and absence of conflict are qualitatively distinct at secondary as opposed to primary integration levels dependent upon the presence or absence of developmental dynamisms.

6. Overexcitability. The process of psychological development is dependent upon the presence and quality of overexcitability in the individual. Positive Disintegration theory proposes the presence of overexcitabilities or heightened quality of experiencing and responding evidenced in five forms: psychomotor, sensual, intellectual, imaginational, and emotional. Though present in all individuals to some degree, overexcitabilities, especially of the emotional, imaginational and intellectual form are experienced at the higher levels.

The forms of overexcitability are manifested in distinctive expressions. As modes of experiencing, the forms of overexcitabilities may be likened to information processing. Summaries based on Dabrowski and Piechowski (1977) follow.

Psychomotor overexcitability, related to neuromuscular functioning, is manifested in restlessness, aggressive games, impulsive talk, and action. The emotional tension in psychomotor expression is often reflected in such activities as chain smoking, pacing, gesticulation, wanderlust, and throwing objects.

Sensual overexcitability, related to heightened sensory pleasure, is evident in common examples of sexual excesses, indulgence in food, comfort and luxury, superficial relationships, and excessive attention-attracting behavior. Emotional tension is transferred and expressed in sensual forms.

Imaginational overexcitability is described in two manifestions: a "pure" form exemplified in vivid association of images and impressions, inventiveness, metaphorical and animated expression. As a "less pure" form imaginational overexcitability is evident in dreams, intermingling of fiction with truth, fantasized fears evident in nightmares or fear of the unknown.

Emotional overexcitability involves a heightened experiencing of emotional relationships, evident in strong affiliation with persons, other living things, and places. An important distinction prevails between emotional overexcitability that is developmentally significant and mere display of emotion as in object relationships. As Dabrowski and Piechowski (1977) emphasize, " . . . intensity of feelings and display of emotions alone are not developmentally significant unless the experiential aspect of relationship is present." (p. 34)

Relationships require this quality and usually necessitate restriction to friendship and love with a minimal number of persons or even exclusive relationship with one person. Emotional overexcitability is manifested in various ways:

> . . . inhibition (timidity and shyness), excitation (enthusiasm), concern with death, strong memory of feelings (affective memory), fears, anxieties, depressions, feelings of loneliness, need for security, concern for others, exclusive relationships, difficulties of adjustment to new environments. (Dabrowski & Piechowski, 1977, p. 35)

The forms of overexcitability usually appear in varying degrees in a person with one form predominant. Again, low level development or primary integration may reveal only sensual or psychomotor forms or even a marked absence of distinct overexcitability.

Sensual and psychomotor overexcitabilities are not developmentally significant. It is the emotional, imaginational and intellectual forms which are most developmentally significant.

> They give rise to psychic richness, the ability for a broad and expanding insight into many levels and dimensions of reality, for prospection and introspection, for control and self-control (arising from the interplay of excitation and inhibition). (Dabrowski & Piechowski, 1977, p. 36)

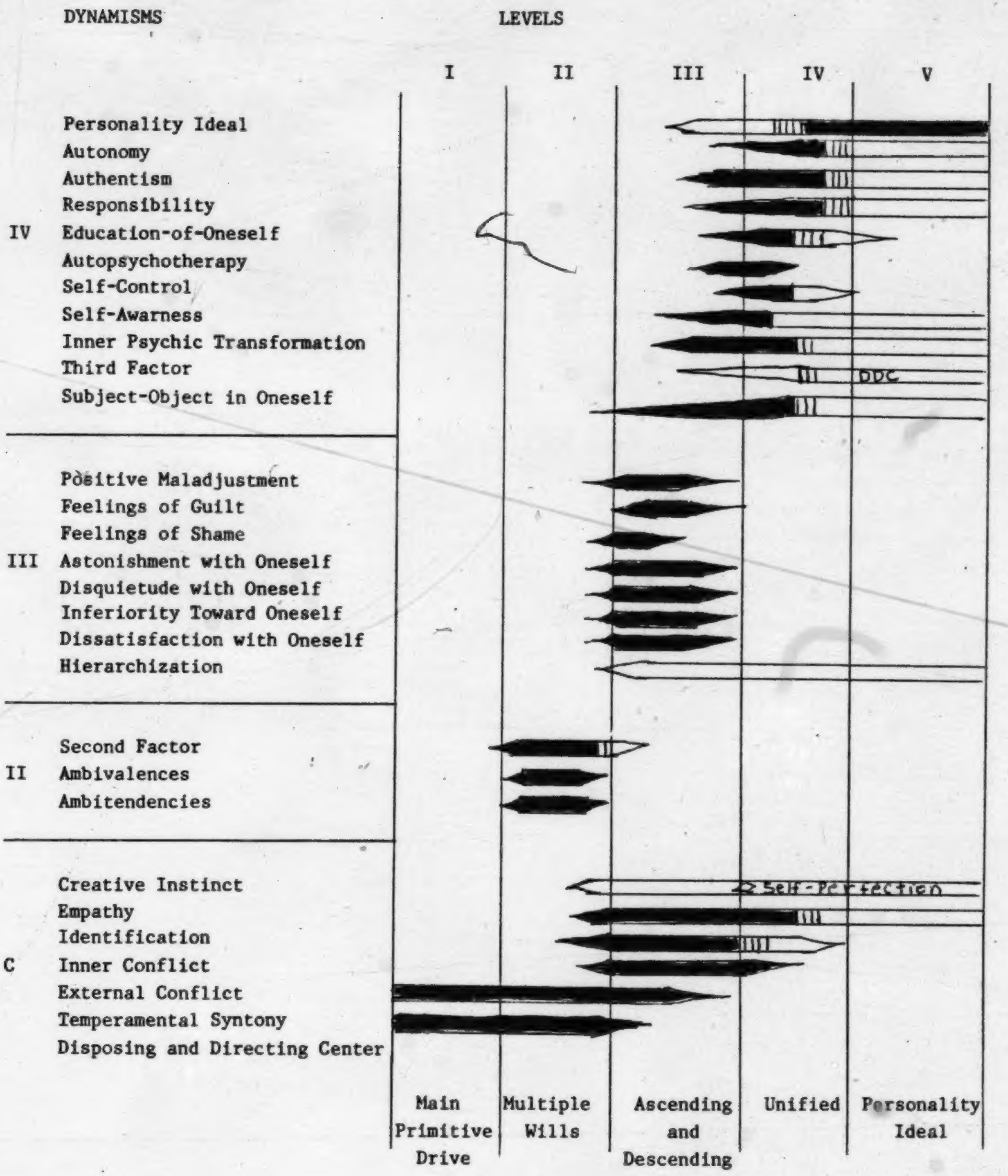
The inner psychic milieu with its structure of dynamisms is dependent for its development upon these overexcitabilities.

7. Developmental dynamisms. Various intrapsychic dispositions or traits, termed developmental dynamisms (Dabrowski, 1977), are present or absent at each level of development. These developmental dynamisms (see Figure 1) reflect the pattern of experiencing and the forms of overexcitabilities present. They provide an empirical assessment of the current level of psychological development, whether disintegration is positive or negative, and the potential for higher level development. Though there is merging of dynamisms at the interface of levels, higher level dynamisms are considered to be discontinuous from next lower levels; e.g., the dynamism of disquietude with oneself at Level III is qualitatively distinct from the ambivalences characteristic of Level II.

Figure 1

THEORY OF POSITIVE DISINTEGRATION

A Theoretical Pattern of The Distribution of Dynamisms at Each Level of Development (Dabrowski, (1977)



8. Developmental Potential. Positive Disintegration theory denotes developmental potential as the sum of an individual's developmental dynamisms and psychic overexcitabilities given optimal environmental and physical conditions. Considering the changing forms of dynamisms over the course of development, the overexcitabilities are a more reliable determinant of developmental potential.

9. Levels of Development. The theory of Positive Disintegration proposes five empirically verifiable levels of development from the lowest to the most advanced: primary integration, unilevel disintegration, spontaneous multilevel disintegration, organized multilevel disintegration and secondary integration. It will be shown that these levels serve as a useful framework for assessing the emotional development of individual family members.

Level I: Primary Integration. As the most primitive, rigid level it is characterized by the absence of developmental dynamisms and lack of differentiation. Limited to awareness of externals, Level I development is marked by absence of reflectiveness, of guilt and of intimate emotional relationships. Despite adjustment to "what is" which may be taken as psychological health, Level I persons are prone to negative disintegration in conflict situations.

Level II: Unilevel Disintegration. Psychological instability characterizes Level II with hesitation, ambivalence, ambitendencies and traits of excessive emotionality such as dependence and jealousy in relationships. Level II development reveals a disruption of Level I structures, but without internal value orientations. Unilevel disintegration may result in uncritical rebelliousness and shifts in decision-making with the risk of affective, schizophrenic or psychotic disorders.

Level III: Spontaneous Multilevel Disintegration. This level is marked by structural and functional differentiation with internal rather than external value orientations guiding behaviors. Emotional relationships reflect greater intimacy and others are valued as unique persons. Moral responsibility, indicating a movement from "what is" to "what ought to be" characterizes Level III with self-evaluation, existential anxiety, search for ideals and reflection evident. As Dabrowski (1977) cautions, Level III spontaneous multilevel disintegration dynamisms may suggest neurotic, adjustment or personality disorders but, in fact, are the essential dynamisms for higher level development.

Level IV: Organized Multilevel Disintegration. This level is marked by a consciously organized and integrated hierarchy of values and goals. Compared with Level III it reflects less intense conflict and less spontaneity with greater clarity of definition of goals and conscious choice-making. The "what ought to be" of Level III is transformed into "what ought to be will be." Personality development at this level, reflects "self-actualization" qualities (Maslow, 1970), very different from Level I narcissistic self-perfection.

Level V: Secondary Integration. This highest level of psychological development manifests an essential unity of emotional and intellectual functioning. Secondary integration is characterized by the absence of lower level conflicts, a developmental level discontinuous with lower levels, and an inherent stability preventing regression under stress.

Descriptive summaries of the five levels of development are presented in Tables 1 - 4. A brief description of the dynamism as expressed at each level is provided.

Table 1 - Positive Disintegration
Descriptive Summaries: Levels I, II (Adapted from Dabrowski & Piechowski, 1977)

LEVEL I - PRIMARY INTEGRATION	- rigid, narrow structure - most primitive
External Conflict	- blaming of others - lack of reflection on own behavior - lack of consideration - tends to humiliate and take advantage of others - respects, even abases self before stronger persons
Temperamental Syntony	- superficial, easy, immediately expressed feeling of commonality with others - urge to behave as group; (e.g., causes, drinking, athletics) - governed by mood - feeling of kinship easily replaced by aggression
Disposing and Directing Center	- behavior expressed and guided by dominant drive(s); (i.e., ambition, craving for power, craving for security, or financial gain, etc.) - selfish egocentrism, stressing one's own goals - absence of relationship feelings - absence of recognition of common hierarchy of values
LEVEL II - UNILEVEL DISINTEGRATION	- loose ahierarchic structure
Ambivalences	- changeable feelings, fluctuations of mood, alternations of excitation and inhibition
Ambitendencies	- changeable and conflicting courses of action - self-defeating behaviors
Second Factor	- susceptibility to social opinion and influence of others - acceptance of stereotyped values and ideas - relativism of values and ideas
External Conflict	- less aggressive than Level I, less self-advantageous - more variable, unpredictable
Internal Conflict	- beginnings of hierarchization introduce a multilevel conflict - generally conflicts still unilevel
Temperamental Syntony	- fluctuations from companionship to withdrawal - mood cyclicity determined by externals
Identification	- variable and partial identification with image of another; suggestibility, maybe obsessive
Creative Instinct	- impulsive, lack of connection to personal growth, lack of reflection, often stress on exotic or evil
Disposing and Directing Center	- external sources control behavior, vie for dominance

Table 2 - Positive Disintegration
Descriptive Summaries: Level III (Adapted from Dabrowski & Piechowski, 1977)

LEVEL III - SPONTANEOUS MULTILEVEL DISINTEGRATION	- inner psychic milieu is a hierarchic structure - conflict between "what is" and "what ought to be" - split between "lower" and "higher" not entirely clear to person (spontaneous)
Hierarchization	- a recognition of higher and lower levels of experiences and phenomena - beginning of critical perception and evaluation
Dissatisfaction with Oneself	- frustration and anger with oneself - strong discontent with one's conduct - one of most highly significant indicators of accelerated development
Inferiority toward Oneself	- frustration with what is lacking in self - awareness of disparity between actual level and ideal level - desire to bring about developmental change
Disquietude with Oneself	- agitation, fear, anxiety, uneasiness with what is - uneasiness due to awareness of lack of control, compulsions, worries about sanity
Astonishment with Oneself	- surprise and shock at what is, at the unexpected, and strange in oneself and others - sense of wonder - beginning of critical attitude toward oneself; forerunner of subject-object (Level IV)
Feelings of Shame	- self-conscious distress and embarrassment over deficiencies - often somatic component, need to hide away - usually associated with inferiority towards others
Feelings of Guilt	- discomfort or anguish over moral failure - arises on basis of relationships with other(s) - forerunner of higher dynamism of responsibility
Positive Maladjustment	- protest against violation of intrinsic ethical principles - critical reaction and opposition to environment when incompatible with growing awareness of higher values
Creative Instinct	- shaped by emerging hierarchy of values - longing for ideal, heroic struggle of human drama - opposition to relativism of values
Identification	- growth of understanding and feeling for others - more directed toward deeper relationships
Empathy	- syntony transformed into empathy, genuine acceptance of others as unique persons
Inner Conflict	- hallmark of Level III: conflict between "what is" and "what ought to be;" extreme form may lead to suicide or psychosis
External Conflict	- gradual decrease, but exists when conflict of moral principles or to defend oppressed or weak
Disposing and Directing Center	- alternates between personality ideal and primitive drives

Table 3 - Positive Disintegration
Descriptive Summaries: Level IV (Adapted from Dabrowski & Piechowski, 1977)

LEVEL IV ORGANIZED (DIRECTED) MULTILEVEL DISINTEGRATION	- synthesis and increasing organization - inner conflicts abate; personality ideal intensifies
Subject-Object in Oneself	- process of looking at oneself as if from outside and of perceiving the individuality of the other - includes critical self-evaluation coupled with conscious need to develop oneself
Third Factor	- dynamism of conscious choice, valuation in developing consciously an autonomous hierarchy of values and internal standards
Inner Psychic Transformation	- inner restructuring: transcending age-related changes and one's psychological type (involves deep reflection and concentration)
Self-awareness	- awareness of one's uniqueness and of continuity in oneself, of one's existential responsibility
Self-control	- conscious bringing order and unity into one's development (with increasing calmness and confidence)
Auto psychotherapy	- conscious engaging of preventive measures, changes or self-healing process (solitude and concentration often important)
Education-of-oneself	- conscious alertness and activity of converting one's experiences and actions toward personal growth - systematic development based on autonomous value hierarchy
Creative Instinct	- distinguished by existential, religious, and transcendental elements - deals with lasting, unchangeable and unique emotions - requires high level of self-awareness
Self-perfection	- systematic development of moral and empathic dimensions
Identification	- strong and full identification with oneself but dis-identification with lower levels of one's personality structure - identification with others replaced by empathy
Empathy	- tends towards profound universal love but with slight reservation - deep enduring bonds of love and friendship
Inner Conflict	- strong inner conflicts at interface of levels III and IV (i.e., doubt, depression, anxiety) are converted into developmentally positive action - systematic organization of conflicts including existential, philosophical and transcendental conflicts - powers of inner conflict seen as positive, serving personality ideal
Disposing and Directing Center	- personality ideal and third factor dominate - unified as organizing and systematizing agent of development

Table 4 - Positive Disintegration
Descriptive Summaries: Level V (Adapted from Dabrowski & Piechowski, 1977)

LEVEL IV - V TOWARD SECONDARY INTEGRATION	- level of personality: a self-aware, self-chosen and self-affirmed structure - at interface of levels IV and V, third factor carries out function of directing and disposing center; at level V personality ideal is completely united with the DDC
Responsibility	- toward personality and its ideal - has sources in highest level of empathy, universal love, and need to express love in action
Authentism	- retention and development of experientially unique individual qualities combined with universal human qualities
Autonomy	- freedom from lower level drives and environmental influences (yet responsive to needs)
Personality Ideal	- realization of highest, self-chosen, self-affirmed and self-aware personality structure - dynamization of personality ideal, striving to unite self with highest levels discovered in experience - discovery of ideal as goal of personality development - primary source of both inner life and behavior
Empathy	- achieves highest expression in self-sacrifice of life for others - toward all that exists, especially the hurt and humiliated, as well as toward one's highest strivings - expressed as highest level of an authentic "I" in relationship with an authentic "thou"
Self-perfection	- synthesis of level IV development - intuitive grasp of ideal (meditation and mystical experiences) - hierarchy of values based only on personality ideal - full harmony achieved in self-perfection and perfection of others
Inner Conflict	- cessation of inner conflict, only memory of internal struggles remain - fruits of earlier struggles utilized in personality ideal development
Disposing and Directing Center	- totally unified and identified with personality ideal

The levels of development as described in Positive Disintegration theory bear some resemblance to other theoretical positions. Most noteworthy is the ego-development theory expounded by Loevinger (1976). Parallel theoretical positions are given in Table 5 with parallels between stages or levels provided, including resemblances to Kohlberg's moral development theory, Maslow's motivation theory, and Loevinger's ego-development theory. As Dabrowski and Piechowski (1977) note, drawing parallels between distinctive theoretical positions is usually inexact; however, noting the similarities between Positive Disintegration and other theories is presented here to support credibility of that theory.

Summary

The theory of Positive Disintegration has been presented in detail in this Chapter. The merits of this theoretical model for this research include the conception of individual evolution, multilevelness, emotional development, role of conflict as well as the provision of measurable developmental parameters for the individual. The theoretical parallels between Positive Disintegration theory and other developmental theories lend support to its usefulness.

Table 5

Theoretical Parallels Between Positive Disintegration and Other Theories

Positive Disintegration (Dabrowski)	Ego-Development (Loevinger)	Moral Development (Kohlberg)	Motivation (Maslow)
LEVEL I PRIMARY INTEGRATION	IMPULSIVE - concerns basic needs and drives SELF-PROTECTIVE - control and domination over others - rules obeyed to avoid trouble CONFORMIST - concern over similarity between oneself and others - external appearances	SOCIAL ROLE TAKING 1) OBEDIENCE & PUNISHMENT 2) NAIVE INSTRUMENTAL HEDONISM 3) GOOD BOY-GOOD GIRL 4) AUTHORITY MAINTAINS MORALITY	DEFICIENCY (D) NEEDS - physiologial - safety - love and belonging - esteem
LEVEL II UNILEVEL DISINTEGRATION	CONSCIENTIOUS - guilt at wrongdoing - responsibility for rule violations - emerging ideals - developing sense of inner self - self-criticism	5) MORALITY OF CONTRACT, IND. RIGHTS & DEMOCRATICALLY ACCEPTED LAW	
LEVEL III SPONTANEOUS MULTILEVEL DISINTEGRATION	AUTONOMY - can tolerate opposing opinion and viewpoints		GROWTH OR BEING (B) NEEDS - desire to know and understand - aesthetic needs
LEVEL IV ORGANIZED MULTILEVEL DISINTEGRATION	INTEGRATION - self-acceptance of ego development (strengths, weaknesses successes, failures)	6) MORALITY OF IND. PRINCIPLES OF CONSCIENCE	SELF-ACTUALIZATION - efficient reality perceived - acceptance of self and others - freedom from cultural and self-imposed restraints
LEVEL V	- peace - recognition of one's total being - appreciation of individualness of others	UNITY INTEGRATION	- problem-solving ability - brotherly love - creativity - development of intimate personal relationships

Chapter III

THEORETICAL FRAMEWORK AND RELATED LITERATURE: THE CIRCUMPLEX MODEL

Overview

The theory of Positive Disintegration has provided a conceptual framework for understanding individual emotional development. The model utilized to conceptualize family system functioning is the Circumplex Model. This model provides the basic theoretical underpinnings for the study of family functioning as related to cohesion, adaptability and communication. Merits of the Circumplex Model for this research include its theoretical salience, integrative nature, clinical relevance, and empirical validation. Related family literature and philosophical parallels are noteworthy.

The Circumplex Model

The Circumplex Model (Olson, Russell & Sprenkle, 1979, 1980, 1983) has been developed as an attempt to provide a conceptual integration of the basic constructs inherent in the theoretical and clinical appraisals of marital and family systems. From a conceptual clustering of related concepts, the Circumplex Model postulates three underlying dimensions of family process: family cohesion, family adaptability, and family communication.

Table 6
Family Cohesion Dimensions (Olson, D. & McCubbin, H., 1982)

	DISENGAGED (Very Low)	SEPARATED (Low to Moderate)	CONNECTED (Moderate to High)	ENMESHED (Very High)
Emotional Bonding	Very Low	Low to Moderate	Moderate to High	Very High
Independence	High independence of family members.	Moderate independence of family members.	Moderate dependence of family members.	High dependence of family members.
Family Boundaries	Open external bondaries Closed internal boundaries. Rigid generational bondaries.	Semi-open external and internal boundaries. Clear generationa boundaries.	Semi-open external boundaries. Open internal boundaries. Clear generational bondaries.	Closed external boundaries. Blurred internal boundaries. Blurred generational boundaries.
Coalitions	Weak coalitions.	Marital coalition clear.	Marital coalition strong.	Parent-child coalitions, usually a family scapegoat.
Time	Time apart from family maximized (physically and/or emotionally).	Time alone and together is important.	Time together is important Time alone permitted for approved reasons.	Time together maximized. Little time alone permitted.
Space	Separate space both physically and emotionally is maximized.	Private space maintained; some family space.	Family space maximized. Private space maximized.	Little or no private space at home.
Friends	Mainly individual friends seen alone. Few family friends.	Some individual friends. Some family friends.	Some individual friends. Scheduled activities with couple and family friends.	Limited individual friends. Mainly couple or family friends seen together.
Decision Making	Primarily individual decisions.	Most decisions are individually based, able to make joint decisions on family issues.	Individual decisions are shared. Most decisions made with family in mind.	All decisions, both personal and relationship must be made by family.
Interests and Recreation	Primarily individual activities done without family. Family not involved.	Some spontaneous family activities. Individual activities supported.	Some scheduled family activities. Family involved in individual interests.	Most or all activities and interests must be shared with family.

Family cohesion is defined as the degree to which a family member is separated from or connected to the family unit or system. Family cohesion is "the emotional bonding that family members have toward one another" (Olson, Russell & Sprenkle, 1983, p. 70). Specific variables comprising this dimension include emotional bonding, coalitions, time, space, boundaries, decision-making, friends, recreation and interests. A summary of the subtopics comprising family cohesion is provided in Table 6. Varying degrees of emotional, intellectual, and/or physical closeness constitute family cohesiveness (Russell, 1979). The range of cohesiveness from extremes of very low or disengaged to very high or enmeshed, also includes two more moderate levels--the separated and connected.

Family adaptability is defined as "the ability of a family system to change its power structure, role relationships, and relationship rules in response to situational and developmental stress" (Olson, Russell & Sprenkle, 1983, p. 70). Variables included within the adaptability or change dimension consist of relationship roles, rules, negotiation style, and family power as expressed in discipline, control and assertiveness. The range of adaptability includes four levels ranging from extremes of very low or rigid to very high or chaotic with two moderate levels--structured and flexible. A summary of the dimensions comprising family adaptability is presented in Table 7.

Table 7

Family Adaptability Dimensions (Olson, D. & McCubbin, H., 1982)

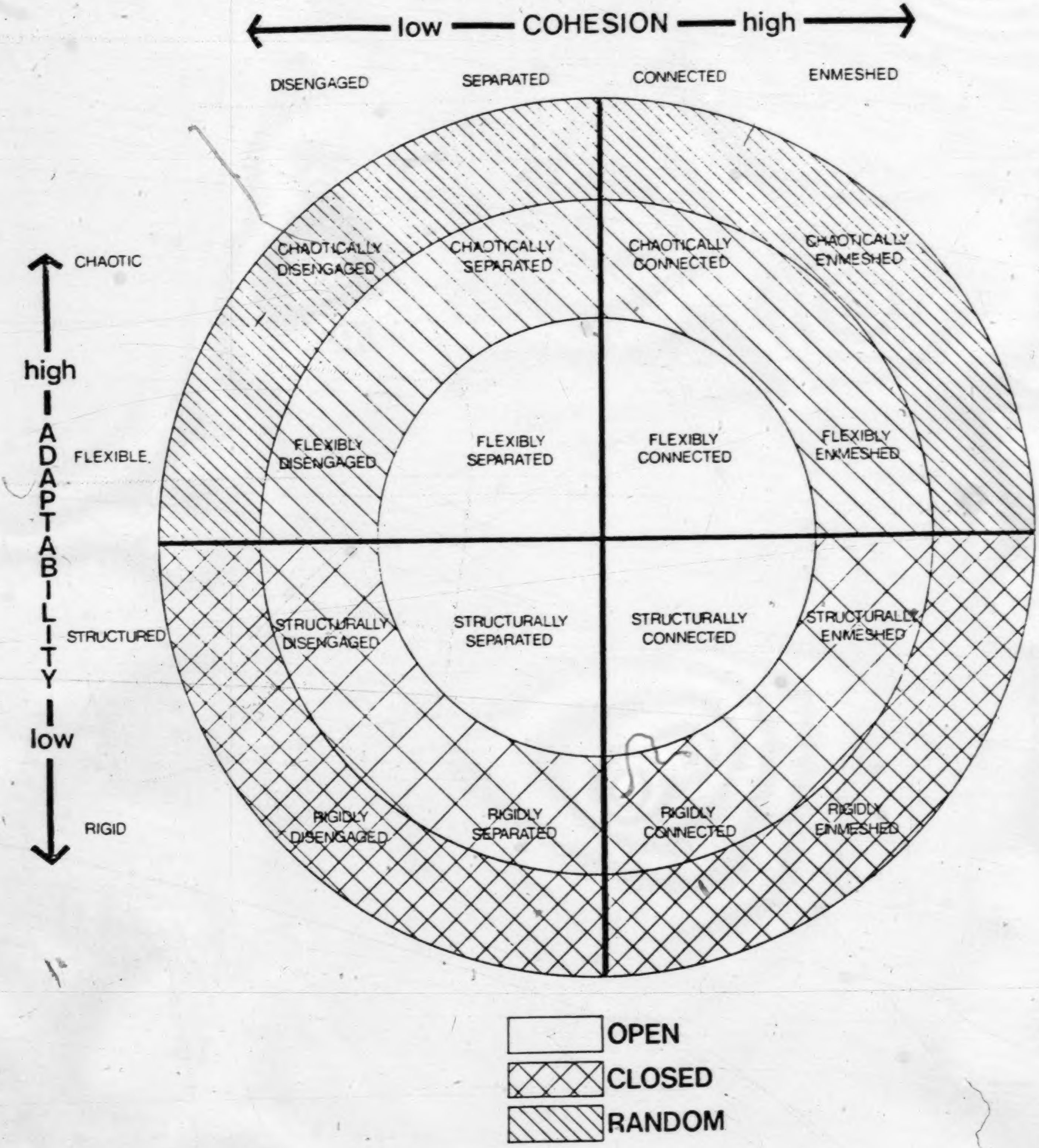
	Assertiveness	Control	Discipline	Negotiation	Roles	Rules	System Feedback
CHAOTIC (Very High)	Passive and Aggressive styles.	Limited leadership.	Laissez faire. Very lenient.	Endless negotiations. Poor problem-solving.	Dramatic role shifts.	Dramatic rule shifts. Many implicit rules. Few explicit rules. Arbitrarily enforced rules.	Primarily positive loops; few negative loops.
FLEXIBLE (High to Moderate)	Generally Assertive.	Egalitarian with fluid changes.	Democratic. Unpredictable consequences.	Good negotiation; good problem-solving.	Role making and sharing. Fluid change of roles.	Some rule changes. More implicit rules. Rules often enforced.	More positive than negative loops.
STRUCTURED (Moderate to Low)	Generally Assertive.	Democratic with stable leader.	Democratic. Predictable consequences.	Structured negotiations; good problem-solving.	Some role sharing	Few rule changes. More explicit than implicit rules. Rules usually enforced.	More negative than positive loops.
RIGID	Passive or Aggressive styles.	Authoritarian leadership.	Autocratic. Overly strict.	Limited negotiations; Poor problem-solving.	Role rigidity. Stereotyped roles.	Rigid rules. Many explicit rules. Few implicit rules. Strictly enforced rules.	Primarily negative loops; few positive loops.

The combination of the four levels of cohesion and the four levels of adaptability forms a circumplex of interconnections resulting in sixteen types of family systems (see Figure 2). A central postulate of the Circumplex Model is that moderate levels of cohesion and adaptability tend to result in functional family systems. Extremes of each dimension tend to be problematic and produce dysfunctional family systems. Recent theoretical work has noted the element of family member concurrence or disapproval with the family system type as critical for optimal family functioning (Olson & McCubbin, 1982). Thus an apparent extreme family type, provided it is approved of by all family members, may result in a functional family system. As with any circumplex model, moderate types tend to be more common.

Family communication, as the third dimension of the circumplex model, facilitates movement on the cohesion and adaptability dimensions. Optimal facilitation would imply communication qualities such as reflective listening, empathy and supportive interaction as opposed to such destructive patterns as negative criticism, double binds, and double messages (Olson, Russell & Sprenkle, 1983, p. 71). The communication dimension as a facilitative dimension promotes or restricts family system functioning.

Figure 2

Sixteen Possible Types of Marital and Family Systems Derived from the Circumplex Model (Olson et al., 1979)


low — COHESION — high
DISENGAGED
SEPARATED
CONNECTED
ENMESHED
CHAOTIC
FLEXIBLE
STRUCTURED
RIGID
high
ADAPTABILITY
low
CHAOTICALLY DISENGAGED
CHAOTICALLY SEPARATED
CHAOTICALLY CONNECTED
CHAOTICALLY ENMESHED
FLEXIBLY DISENGAGED
FLEXIBLY SEPARATED
FLEXIBLY CONNECTED
FLEXIBLY ENMESHED
STRUCTURALLY DISENGAGED
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STRUCTURALLY CONNECTED
STRUCTURALLY ENMESHED
RIGIDLY DISENGAGED
RIGIDLY SEPARATED
RIGIDLY CONNECTED
RIGIDLY ENMESHED
OPEN
CLOSED
RANDOM

Related Family Literature

Supportive theoretical paradigms and clinical research generally underscore the construct validity of the Circumplex Model. With General Systems Theory (Buckley, 1967; Bertalanffy, 1968, 1969) providing the basic tenets for the Circumplex Model, similarities to other family typologies are evident. Kantor and Lehr (1975) have proposed three basic family functioning types as closed, random and open systems which contain similar constructs to those in the Circumplex Model (see Figure 2). Wertheim (1973, 1975) has also typified family systems in a grid model of structural and process variables related to morphostatic and morphogenetic dimensions. A cross-sectional process model with three levels of family organization, centripetal, mixed, and centrifugal, which implies growth from less to more workable structures is that of Beavers (1977) and Beavers and Voeller (1983). The recent work of Hoffman (1981) in presenting an evolutionary model depicting family organization in spiral platter formations also incorporates ideas related to cohesion and adaptability, although postulating the need for discontinuous change within the paradigm. Beavers and Voeller (1983) have provided a critical analysis of the Circumplex Model, suggesting that the concept of adaptability be placed on a continuum of competence from dysfunctional to optimal. However, the Circumplex Model conceptualizes adaptability more as "change and hypothesizes a curvilinear relationship with too little or too much being potentially problematic" (Olson, Russell & Sprenkle, 1983), p. 98). This latter position is considered more conceptually sound for the purposes of this study.

Family theorists and therapists have provided various formulations of the cohesion dimension as being important in family assessment. Minuchin (1974) and Minuchin and Fishman (1981) have described extremely low levels of cohesion as disengagement and extremely high levels of cohesion as enmeshment. Bowen (1961) has termed similar aspects emotional divorce or emotional fusion and undifferentiated family ego mass. Reiss (1971a, 1971b) refers to consensus sensitive families; Scott and Askworth (1967) describe the extraordinary mutual involvement operative in some family systems. Concepts such as differentiated self (Bowen, 1961; 1978), mutuality (Wynn et al., 1958) and interdependence (Olson, 1972; Olson & McCubbin, 1982) suggest moderate levels of family cohesion.

The dimension of family adaptability or change quality of the family system has been described by Speer (1970), Wertheim (1973; 1975), Hoffmann (1981), and Minuchin and Fishman (1981) who emphasize the morphogenetic or change capacity as well as stability of the family system. The systems concept of morphostasis or rigidity to change in families has been stressed by Haley (1962, 1963, 1964). A basic postulate of the Circumplex

Model is the importance of an appropriate balance between stability and change with extreme degrees leading either to rigidity or to chaos. The more recent work of Haley (1969, 1980) supports such a position.

Within the Circumplex Model, communication is posited to be a facilitating dimension which makes possible the dynamic movement along the cohesion and adaptability axes.

> Positive communication skills . . . enable couples and families to share with each other their changing needs and preferences as they relate to cohesion and adaptability. Negative communication skills . . . minimize the ability of a couple or family members to share their feelings and, thereby, restrict their movement on these dimensions. (Olson et al, 1983, p. 49)

The importance of functional communication has been emphasized by most family theorists and therapists including Bowen (1978), Duhl and Duhl (1981), Haley (1980), Jackson (1968a, 1968b), Minuchin (1974), Riskin and McCorkle (1979), Satir (1967, 1972), and Watzlawick, Beavin and Jackson (1967). Exemplifying the position of the centrality of communication is Satir (1972) who views communication as the greatest single factor affecting personal health and interpersonal relationships. The family as a rule governed system with members in the process of defining their relationships, of exchanging information and relating at various communication levels as well as established channels has been described by Watzlawick, Beavin and Jackson (1967). Systems theorists have given special prominence to communication in family interaction.

The social learning approach to improving marital and family functioning (Patterson, 1976) has a specific emphasis on communication skills relevant to theory and practice.

Olson et al. (1983) have concluded from their national sample of "healthy" families that family cohesion and adaptability appear to follow a developmental life cycle. At the beginning stage when the couple is childless, cohesion and adaptability tend to be at the highest level reflecting strong bonding in couple relationship building as well as in adopting workable stable roles and rules. Most significant for the subject of this research is the conclusion by Olson et al (1983) that family life at the adolescent stage tends to be characterized by low levels of cohesion and adaptability.

> It is during the adolescent and launching years, when teenagers are seeking freedom to develop their own separateness from their family and to make the family rules more flexible, that cohesion and adaptability are lowest. (p. 91)

It is also noteworthy that in the above study, parents tended to rate their family functioning as more balanced than did the adolescent members of that family. "The adolescents reported even lower levels of cohesion and adaptability than their parents did." (p. 91) The differing norms for adolescent and parent groups are reported in Chapter V of this thesis.

Philosophical Parallels to Circumplex Model Concepts

An appreciation of philosophical parallels or underpinnings of theoretical constructs related to the Circumplex Model of family functioning provides a necessary framework for understanding. The philosophical developments of the Philosopher-Theologian P. Tillich (1951) and Process-Philosopher A.N. Whitehead (1967) merit consideration.

Hunter (1982) has noted that there are evident parallels between the two dimensions of cohesion and adaptability as proposed within the Circumplex Model of family functioning and the ontological elements of individualization-participation and dynamics-form as presented by Tillich (1951a; 1951b).

Tillich conceives of reality in processive terms. For Tillich (1951a), being itself and all creative processes are fundamentally dialectical in nature. The ontological elements of individualization and participation, dynamics and form as well as freedom and destiny are conceptualized in dipolar terms. Each element must be understood in terms of polarities in process. Polarity, in Tillich's view of reality, emphasizes that "each pole is limited as well as sustained by the other one. A complete balance between them presupposes a balanced whole. But such a whole is not given" (Tillich, 1951a, p. 198). In itself, the pole lacks meaning; it is meaningful "only in so far as it refers by implication to the opposite pole" (1951a, p. 165). Relationship balance and wholeness appear critical to dialectical processes.

For Tillich ". . . everything is an embracing, but transitory unity of two opposite forces which, if disrupted leads to ". . . the anxiety about the breaking of the ontological tensions and the consequent destruction of the ontological structure" (1951a, p. 199).

The Circumplex Model postulates the need for balance within the two dimensions of cohesion and adaptability for optimal family functioning, with extremes considered problematic. Balanced degrees of cohesion and of adaptability are most conducive to individual well-being as well as effective family system functioning (Olson, Sprenkle, & Russell, 1979). The cohesion dimension parallels Tillich's individualization-participation element; the "courage to be as oneself" and "the courage to be as a part" (1952). Interdependency prevails: "The separation of individualization from participation is a mark of estrangement generally" (Tillich 1951b, p. 66). The adaptability dimension parallels Tillich's dynamics-form element. Tillich's balance between dynamics, potentialities or the vitality to create new forms and transcend present structures, and the form or structure of "what is" correspond to the ability to change and yet maintain structures within the family; morphogenesis and morphostasis. Again a relationship balance is required. As Hunter (1982) notes,

> In human affairs form without dynamics leads to a sterile legalism. Affirming the pole of "dynamics"

> without regard for form, on the other hand, gives rise to chaos. (p. 58)

As Hunter notes further, the third ontological element, freedom/destiny is not a distinct dimension within the Circumplex Model. For Tillich, human beings are capable of acting freely, assuming responsibility in activity, yet the "free acts" exist in a given context which is destiny. Thus, freedom and destiny in interrelationship constitute a polar unity which when lost ". . . freedom is distorted into arbitrariness" and "destiny is distorted into mechanical necessity" (1952b, 63). The freedom/destiny question, often deemphasized in family systems theory, poses a critical dilemma. Is the family system context determined by system characteristics so individuals who comprise that system are incapable of free acts? Or does individual freedom prevail? This concern will be addressed in a subsequent section of this study.

Balance and wholeness, individual and relatedness, concepts of the Circumplex Model are also reminiscent of A.N. Whitehead's philosophy (Whitehead, 1968).

Whitehead's processive model of reality posits individuality and relatedness as two principles inherent in every actuality. These two principles not only are compatible, but support, enhance, and require each other such that one is not more "real," more important or of greater value than the other (Whitehead, 1967). The fundamental importance of individuality and relatedness receives special emphasis within Whitehead's metaphysics. He affirms that the more unique an "occasion's" individual satisfication is, the greater and more valuable is its potential contribution to the world. Conjointly, the "more profound and complex an occasion's relationship to the world from which it arises, the greater the opportunity to achieve unique value for itself" (Whitehead, 1967). The cohesion balance in family functioning, of individuality and relatedness for individual family members and for the family as a unity, necessitates such an appreciation.

The process of dialectical thinking is also a central concept in Jungian psychology. "Self" attainment, the goal of psychic development is essentially a balancing of opposites, a "wholeness" or "balanced unification of polar elements with varying symbolization" (Hunter, 1982). Life, itself, needs the opposites; without opposition, there is no energy (Wickes, 1963).

That dialectical conceptualization requires a third dimension has been underlined by Gurdjieff (Ouspensky, 1971). What is important in understanding processes in a dialectical manner is not affirming one pole quantitatively or qualitatively above the other in a more/less dichotomy but of realizing a "third force," a relationship balance which is a dimension in its own right. Thus, not two, but three forces are elements operative in the process. The "third force" in Gurdjieff's system reflects a sense of wholeness, of dynamic energy.

Within the Circumplex Model of family functioning, the question of the existence of a third force must also be posited. The balancing of the individuality/relatedness polarity is inherently incomplete without the facilitating third force of communication or even of communion.

Dialectical unity as postulated by Tillich and Whitehead is reminiscent of the philosophy of Heraclitus for whom dialectical unity implies the coexistence of contraries:

> Men do not understand how that which is torn in different directions comes into accord with itself - harmony in contrariety, as in the case of the bow and the lyre. (Bakewell, 1907, p. 31).

For Cassirer (1970) the "various forms of human culture are not held together by an identity in their nature but by conformity in their fundamental task.

> If there is an equipoise in human culture it can only be described as a dynamic, not as a static equilibrium; it is the struggle between opposing forces. (Cassirer, p. 246)

This dynamic equilibrium may often be a "hidden harmony" which, indeed "is better than that which is obvious" (Bakewell, 1907, p. 31).

> Man's social consciousness depends upon a double act, of identification and discrimination. Man cannot find himself, he cannot become aware of his individuality, save through the medium of social life. (Cassirer, 1970, p. 246).

The family context provides such a fundamental medium; there is submission to rules but also an active capacity to transform, to change the form of that family functioning. Cassirer (1970) has suggested that in rudimentary stages of human society the active power of transformation is scarcely perceptible. Within family functioning one can posit a similar early developmental stage wherein transforming capacity or morphogenesis remains at a minimum; morphostasis or sameness in submission to invariable rules applies. In "higher level family functioning" a new "dynamic form" arises with fresh perspective in which individual creative capacity balances and supports stabilization. From rigid conservation and traditionalism the family evolves to a more open system (Satir, 1967). Again, the question must be posed: does morphogenesis gain preponderance over morphostasis? Does individuality emphasis destroy relatedness or relatedness destroy individuality? To what extent can each of these dimensions, individuality and relatedness, coexist in healthy family functioning?

Finally, critical questions of concern for the modern family become evident. To what extent can the family system survive overemphasis of change with a loss of tradition, stability and conservation of values? To what extent can the family system survive an underemphasis of change in a rapidly changing society with its demands for renovation, rejuvenation, evolution and creative forces? It would appear that the family unit cannot remain content with mere repetition or reproduction of traditional forms but must incorporate into its very life form an originality, individuality and creativeness. Cassirer's reference to human culture is applicable to family functioning: the search for fundamental unity, the dissonant in harmony with itself, contraries not in mutual exclusivity, discord or disharmony, but in interdependence and creative complementarity.

Summary

The Circumplex Model has been depicted as an appropriate conceptual framework for understanding family functioning with specific emphases given to cohesion, adaptability, and communication. Philosophically and within related family theory, the Circumplex Model appears well grounded.

Chapter IV

POSITIVE DISINTEGRATION THEORY AND FAMILY FUNCTIONING THEORY

Overview

> Maybe relieving the pain will prevent the formation of a pearl. (Whitaker, 1983, p. 319).

The theory of Positive Disintegration has implications for family theory. Such Dabrowskian concepts as dynamic process, conflict, disintegration, transforming capacity, multilevelness, integration, developmental potential, as well as patterns of emotion and belief are applicable to family functioning theory.

Dabrowskian Principles and Family Functiong Theory

Just as individual development is viewed as dynamic process, so family functioning must be viewed as processual, as continuous evolution, dynamic rather than static. For the individual, homeostasis and equilibrium are only temporary states rather than goals of development, so for the family system homeostasis is temporary; morphogenesis coexists with morphostasis (Speer, 1970; Andolfi, 1980. Family theorists, Dell, (1982) and Elkaim (1981), influenced by the physicist, Prigogine (1980), have underlined the capability of family processes to move in a negentropic direction, with increasing complexity and newness. This non-equilibrium model of dynamics is critical of a cybernetic model which emphasizes the preservation of system equilibrium, entropy, or sameness while disregarding evolutionary feedback and system instabilities. As Hoffman (1981) notes:

> A movement that is only a fluctuation in a system at one time can suddenly become the basis for an entirely new arrangement of the system at another time. (p. 340)

The self-organizing processes inherent in a family system can lead it to new levels of integration that are often unpredictable, and a discontinuous change that is also irreversible (Dell, 1982).

For the individual, conflict is essential to development. In fact the presence of intense conflict, disequilibrium and painful affect are primary to the developmental process in Positive Disintegration theory. Even intense anxiety and depression become part of development integrated with a capacity to endure and transform such conflict at a higher level of reintegration. For family processes, conflict is equally essential as a critical motivator for reorganization and transformation. The disorganization, disequilibrium, instability, imbalance, and dysfunctional relationships experienced within the family system become inherent features of its transformation capacity. Rather than viewing symptomatic behavior as deviance or families with symptomatic members as pathogenic, such deviation provides the possibility for the derivation of new information and the evolution of new structures, as well as change. Hoffman (1981) has aptly described symptoms as "harbingers of change."

> We must add positive to the usual negative interpretations of symptomatic behavior, not just as a strategy for change, but because doing so adds a layer of complexity that guards against linear thinking. Instead of assuming that a symptom is a kind of a minus sign indicating a dysfunctional family, we may regard it

> instead as the one factor that keeps pushing the family toward a new and different state. . . . In addition, one can often construe the symptom as a solution, however uncomfortable or destructive it may seem, to a dilemma faced by the family on its evolutionary path. (pp. 346-347)

For Erikson (1968) crisis is "a turning point, a crucial period of increased vulnerability and heightened potential (p. 96). That crisis contains inherent danger and opportunity is symbolized in the Chinese ideogram for crisis. Crisis may be considered a time of "pain and possibility." Whitehead (1967) emphasizes, "Progress is founded upon the experience of discordant feelings. The social value of liberty lies in its production of discords" (p. 257). The contribution of discord is ". . . the positive feeling of a quick shift of aim from the tameness of outworn perfection to some other ideal with its freshness still upon it" (p. 257). Discord prevents the tedium of outworn repetitions and cycles with only finite possibilities. Discord, crises or conflict offers the possibility for a new and infinite group of possibilities, with a renewed zest, vigour and adventure. Family life requires this progress founded upon discordance. As with Whitehead's civilization so a family requires "Adventure," the search for new perfections, a new "Beauty,"

> The discord enhances the whole, when it serves to substantiate the individuality of the parts. It brings into emphatic feeling their claim to existence in their own right. It rescues the whole from the tameness of a merely qualitative harmony. (Whitehead, 1967, p. 282-3)

Again to paraphrase Whitehead, family discord may take the form of freshness and hope inherent in the pain or horror and despair destructive of transformation possibilities.

What must be noted is that family members as individuals have the capacity to choose less valuable alternatives. Whitehead's view of evil emphasizes such freedom as Barbour (1971) notes:

> . . . he sees evil as arising not simply from the incompatibility of alternative potentialities or the unavoidable conflict among a multiplicity of beings; it also stems from the choice of less valuable alternatives by individual beings. (p. 345)

Family dysfunction and disorder, seen within each family's idiosyncratic paradigm may engender self-healing. As Reiss (1980) proposes:

> . . . family crisis fills a positive function in the life of every family. Though filled with risks, it ultimately opens the family to new experience, altering their sense of themselves and the outside world and thereby transforming a paradigm which may have guided them for years. (p. 32)

The therapeutic value of inducing a crisis in a family has been noted by family therapists such as Minuchin and Barcai (1969), and Andolfi (1980).

The major mechanism for movement from lower to higher level development in individuals is disintegration, resulting from disequilibrium related to conflict. In family processes, parallels are evident. The necessary disintegration of system functioning at a lower level, with attendant disequilibrium arising from family stress or conflict, becomes the major mechanism for movement to more optimal system functioning.

Interactional family therapists such as Haley (1967), Minuchin (1974), Whitaker (1975) and Selvini et al. (1978) in varying ways work to increase the complexity of family situations by encouraging new personal and interpersonal experiences. Techniques such as redefinition of the problem, reframing and giving a positive connotation to the interactional network facilitate the family to move beyond a limited view of symptom scapegoating and family self-blame to discover its transforming capacity.

As Andolfi (1980) notes, the family becomes the protagonist in its own process of growth. As with the emphasis on individual self-education and autopsychotherapy in Positive Disintegration theory, so the family is encouraged to take charge and restore system competence. The objective of any therapy would be, as Andolfi (1980) suggests,

> . . . to unbalance the equilibrium of the system and of each of its members in order to activate the system's inherent capacity to evolve new forms of encounter and participation. The ultimate goal of therapy is the attainment of a new equilibrium between self and function on an individual and on a systemic level. (p. 13)

The concept of multilevelness, central to the theory of Positive Disintegration, maintains that a given phenomenon such as anxiety is not unitary and static but is significantly different at different developmental levels. So, with family processes, one may posit hierarchical constellations of interactional processes.

Phenomena such as communication and change are not unitary processes, but bear a different significance at different levels. Communication at a high level of family transformation may become silent communion. As with individual development, so with family processes, lower levels of developmental process are subordinate to and integrated by higher levels.

Positive Disintegration theory emphasizes an important distinction between integration at the primary, lowest level and integration at the secondary, highest level. With family developmental processes, a low level system arrangement, with absence of conflict, may appear superficially similar to a high level system integration. As Dell (1982) has emphasized, high level integration is discontinuous with earlier levels and irreversible, so that regression to lower levels is impossible even under extreme stress. Low level family integration and change would lack such qualities and leave the family prone to disintegration under stress.

Individual developmental potential in Positive Disintegration theory is dependent upon genetic endowment accounting for individual differences. It is defined as the sum of psychic overexcitabilities and developmental dynamisms present in the individual. For family developmental potential, one may theorize family differences dependent upon certain dynamisms. Since the family system constituents are individuals one basic dynamism may be the developmental potential of those constituents. Evolutionary feedback and the self-organizing processes within a family are basically related to the fit or coherence of the behaviors occurring in the family system. As Dell (1982)notes:

> Without making reference to etiology or causation, fit simply posits that the behaviors occurring in the family system have a general complementarity; they fit together. (p. 21)

Whitehead (1967) concludes that civilization is constituted out of four basic elements: patterns of behavior, patterns of emotions, patterns of belief, and technologies. All four constitutive elements are interactive, but ". . . patterns of behaviour are in the long run sustained or modified by patterns of emotion and patterns of belief" (p. 171). A similar affirmation may be made for family functioning: patterns of family behavior are in the long run sustained or modified by *patterns of emotion* and *patterns of belief* experienced by the family members. Positive Disintegration theory, as noted previously, affirms the value of emotions. Indeed, high level functioning is characterized by emotional overexcitability. Within family contexts, the creative energy necessary for modifying patterns of behavior and sustaining them may be dependent upon patterns of emotion and belief as experienced and expressed by the individuals who comprise the family.

Relationship Between Levels of Emotional Development and Family Functioning Type

After reviewing basic tenets of Positive Disintegration Theory and the Circumplex Model of Family Functioning several questions may be posed:

> Is there a relationship between individual emotional development level and family functioning type?
>
> Do low level individuals (i.e., Level I), according to Positive Disintegration Theory, comprise mainly dysfunctional family types as depicted by the Circumplex Model?
>
> Do high level individuals (i.e., Levels IV, V) comprise the most functional family types?
>
> Do Level II and III individuals tend to comprise families with moderate levels of cohesion and adaptability?
>
> What meaning does the family, as a unit, give to the qualities of cohesion and adaptability as applied to itself? Is there a shared meaning?
>
> Do the perceptions of family member constituents differ in relation to their experiences of cohesion and adaptability within the same family?
>
> Is there a relationship between the quality of communication and family type?
>
> What patterns, if any, prevail?

Theoretically Level I persons and Level IV-V persons, the lowest and highest levels, could possibly experience difficulties with family life demands. Level I persons, in their lack of consideration for others, absence of relationship feelings and emphasis on individual goals would be expected to experience difficulties in family functioning as expressed in cohesion and adaptability qualities.

Level IV-V persons who tend to like solitude and privacy, and may express unconventional values could also be expected to face challenges within a family system. However, these high level persons also exemplify appreciation of the individualness of others and experience deep relationships with few persons which should enable them to constitute optimally functioning family systems.

Of central importance may be the following questions: How do family members interact with other family members who are at different levels of emotional development? Is there a tolerance for differentness? Is there even a recognition that individual members are at different levels? What is the family's view of individual and family conflict: as negatively destructive or as "potential for growth" and "harbinger of positive change?"

Finally, multilevelness of phenomena must be considered. For example, the family cohesion experienced by a Level IV or V person would be qualitatively distinct from that experienced by a Level I person.

From these questions one could structure the following hypothesis.

Hypothesis

There will be a positive correlation between the individual level of emotional development as measured by the Verbal Stimuli Test and the perceived quality of family functioning as measured by the FACES II test.

Summary

A discussion of the implications of the theory of Positive Disintegration for family system functioning theory has been presented in this chapter. Important research questions have been posed related to the theories of Positive Disintegration and the Circumplex Model of family functioning. An outline of the methodology and research procedures are provided in Chapter V.

Chapter V

METHODOLOGY AND RESEARCH PROCEDURES

Overview of Multi-Method Approach

A multi-method approach of utilizing different sources and methods consisting of family members' perceptions, objective measures and expert observer ratings was employed in this study. This multi-method approach was considered more advantageous than a single method approach to assess the richness and complexity of the family system (Olson & McCubbin, 1982). As Fiske (1975) notes, "A source of data yields observations from a distinctive role providing distinctive experience" (p. 20). The present study attended to the perceptions of both "insiders" and "outsiders" (Olson, 1977). "Insiders" consisted of the family members who provided information on their thoughts, feelings and behaviors as well as their perceptions of the family unit comprising those with whom they have been in relationship. "Outsiders" consisted of professional raters who participated as external observers of the interaction of the family members.

Both sources of information were considered especially valuable for this study. As Fiske (1975) notes, "instead of seeking to minimize [differences in perceptions] researchers should seek to identify the unique components of the perceptions and judgments from each source" (p. 23). In this study, respondent self report data were valued as well as professional observer ratings, with consideration given to their similar or differing observations. As Gurman and Kniskern (1981) underline, one is not superior to the other or more objective, but only so relevant to certain theoretical perspectives (p. 769). Each provides valuable information enhancing completeness of the data attained from the differing perspectives.

Towards a Comprehensive Methodology

> A more encompassing view is to see each perspective . . . as only partial glimpses of the whole picture. (Keeney, 1983, p. 3)

This study reflects a challenge to researchers to appreciate both qualitative and quantitative data without a reductionistic approach that demands total exclusion of one to the other. Polanyi (1958) has argued against such an exclusivist approach:

> Today, when any human thought can be discredited by branding it as unscientific, the power previously exercised by theology has passed over to science; hence Science has become in its turn the greatest single source of error. (Polanyi, 1958, p. 91)

Maslow (1970) affirms a similar view that many intellectuals ". . . lose faith in positivistic, nineteenth-century science as a way of life" (p. 43).

Rather than a dualistic Cartesian split between objective and subjective, between behavior which can be observed, measured and verified as opposed to that which is experienced, a more holistic research paradigm is suggested in this study. As Valle and King (1978) propose:

> To begin to deal with the important questions . . . questions relating to human experiences as well as human behavior, we must turn to a new approach in order to complement (not replace) natural scientific methodology. (p. 6)

It is not a question of less rigour, but of greater rigour, and of making the human sciences more meaningful (Giorgi, 1970).

> Logical-empiricism collapsed the dialectic of subjective and objective meaning by opting for "objective meaning" as the only true and meaningful account of events. Subjective meaning for all intents and purposes was ignored. . . . (Sullivan, 1980, 0. 23)

Structuralism, in emphasizing organic wholes rather than causal events, attempts to discover the underlying structure of phenomena by interpretive analysis (Wilden, 1975). However, as Sullivan (1980) notes: "In eschewing human consciousness and subjective interpretation it is therefore not overly interested in the 'conscious intentions' of the actors it studies" (p. 46). As Turmel (1983) concludes, the deficiencies become clear:

> . . . any scientific system which becomes closed eventually begins excluding data that does not conform to its parameters. At best such data may be distorted in order to fit the requirements of the paradigm and the emerging truths then bear little resemblance to their experiential origins. (p. 236-237)

Positivistic psychology, as well as structuralism, is being challenged by existential-phenomenological psychology with its emphasis on dimensions of experience (Giorgi, 1970; Giorgi, Fisher & Murray, 1975; Valle & King, 1978). That human research data requires consideration of life experience of the subject has been noted by Allport (1955). Similarly, in family research, the familial experiences of the "real life actors" who compose that family grouping require attention (McLain & Weigert, 1979). The family members are the "insiders" to the family functioning scene and their subjective experiences cannot be disregarded without distorting the data.

Through disciplined reflection and description, the form of human experience as individual and as family member, or rather as "being-in-the-family" was explicated in this study. Expressions of individual thoughts, self-understandings, feelings, conscious intentions, and valuations comprised material for interpretation as did the quantitative data derived from test scores and observer ratings.

As researcher, my "involvement" in the research act also became material for reflection. This self-reflection as to presuppositions and values became a part of the interpretive activity (Sullivan, 1980). Even more so than in natural science research wherein that which is analyzed is affected by the researcher (Brugh-Joy, 1979; Kuhn, 1962), in human research this effect must be recognized, in fact, as a mutual affecting. The "co-constitutionality" of the individual and environment, the "dialogal relationship" of person and world, both basic tenets of phenomenology, apply to this research methodology as well. Gauld and Shotter (1977) emphasize the difference between the natural scientific "standing apart" from the subject-matter and a hermeneutical approach in which the researcher must be within, a participant in the hermeneutical circle or circle of interpretation, to understand the meaning of the agent's actions (p. 9). Gadamer (1975) has also cautioned against "alienating distanciation" (verfremdung) which under the posture of detached observation actually detracts from human understanding. It is the view of this researcher that meaning can be synthesized by looking and attempting to gain understanding from differing perspectives and participations. As researcher, my participation ranged from inviting, interpreting written responses and reflections from individuals, interpreting the family in interaction as seen by observers, to being a participant-observer in a dialogue situation and interpreting within this "circle of understanding." Such an approach required a disciplined reflection and critical synthesis as well as a sensitive awareness. It became a challenge to refine a "dialectic of participation and distanciation." As Sullivan (1980) recommends,

> The researcher in interpreting certain shared meanings (i.e., share meanings) would be expected to bring some new and critical understanding to this already existing "shared relation" or meaning. His own interpretation would have to be sensitive to the already existing shared understanding and not potently contradictory to it. As a critical interpretation, it could challenge a set of shared subjective meanings (i.e., intersubjective meaning), but it ultimately could not be counter-intuitive to those persons or groups whose actions or expressions are being interpreted. (pp. 66-67)

Description of Sample

The sample of this study consisted of the parents and adolescent members of 16 families in a large urban center in Alberta, Canada. The subject families were required to have at least one adolescent member. For the purposes of this study, adolescent was defined as "a family member between the ages of 14 - 22 years." Only family members currently living at home were included in the study. Family members under 14 years of age were not included due to the complexity of the research instruments utilized.

The subject families consisted of families who responded to the researcher's invitation to "learn more about families." Only two parent families were included in this study. An attempt was made to obtain an equal representation of male and female adolescent members. Subject families consisted of families known to the researcher or recommended by other persons as potential subjects. No attempt was made prior to the study to define the family as functional or dysfunctional. No families contacted by the researcher refused to participate; however, five families initially contacted by other persons declined the invitation to participate in the study. The main reasons cited for refusal were the personal nature and time requirements of the study.

The 16 subject families consisted of 64 individuals with the families ranging from three to six members with a mean of four members per family (S.D. = 9). The 32 parental members ranged in age from 37 to 62 years with a mean age of 46.5 years (S.D. = 6.2). The 32 adolescent members included 19 females and 13 males. The adolescents ranged in age from 14 to 22 years with a mean age of 17.5 years (S.D. = 2.3). The mean education level of the fathers was 13.6 years (S.D. - 2.7) and the mean education level of the mothers was 12.5 years (S.D. = 1.9). According to occupational status (Statistics Canada, 1981) 13 of the 16 families would be considered as middle class, one family as upper middle class, and two families as lower middle class. All of the subject families were Caucasian. Although no attempt was made to obtain information as to religious affiliation, several families alluded to the topic of religion, indicating a variety of religious affiliations. Sample characteristics are provided in Table 8.

Subjects were asked to provide the following demographic data: gender, age, present occupation, and highest level of education attained. The data were collected over a two-month period, during February and March, 1984.

The three phases of the data collection process are outlined in a subsequent section of this chapter. All 16 families comprising 64 individuals provided responses to the Verbal Stimuli Test and the FACES II test. Eleven of the 16 families comprising 46 individuals also participated in the video-recorded Phase III session.

Table 8
Sample Characteristics

	Number		Mean Age		Mean Years of Education	
	Parents	Adolescents	Parents	Adolescents	Parents	Adolescents
Male	16	13	47.8 (S.D.=5.6)	17.8 (S.D.=2.8)	13.6 (S.D.=2.7)	11.8 (S.D.=2.0)
Female	16	19	45.3 (S.D.=6.6)	17.3 (S.D.=2.0)	12.6 (S.D.=1.9)	11.3 (S.D.=1.9)
Total	32	32	46.5 (S.D.=6.2)	17.5 (S.D.=2.3)	13.1 (S.D.=2.3)	11.5 (S.D.=1.9)

Data Collection Procedure

A pilot study was conducted with one family to test the research procedures. Since no problems were encountered the three-step data collection procedure was employed as outlined below.

1. Phase I - Initial contact was generally made by phone to explain the purposes of the research and to invite the family to participate.
2. Phase II - This phase involved personal contact time with the family, generally in their home, to further explain the requirements of the study and to collect the written self-report data for the Verbal Stimuli Test and FACES II test. This session proved to be a valuable time to gain the confidence of the family members as well as to observe family interaction. The time spent in Phase II was ½ to 1½ hours of contact time.
3. Phase III - The interview phase provided the main personal contact time. Again the family home was selected as the most appropriate, as the natural setting for the comfort of family members and as least disruptive to their schedules. The time required for Phase III ranged from 1½ to 2½ hours. The session was video-recorded for future analysis by two expert raters as well as review by the researcher. Phase III consisted of two parts.

Part I - family interaction time during which family members were instructed to "choose two items on the FACES II test that stand out as describing your particular family. Explain your choices to the other family members." The researcher allowed the family to interact for approximately ½ hour without intervening.

Part II - a semi-structured interview conducted by the researcher. This session proved to be a valuable time for the researcher to participate in a dialogal relationship with the family. She was able to probe more intensively and extensively as to the phenomena of individual family functioning relating more specifically to cohesion and adaptability.

The main interview questions consisted of the following:

1. Your family is made up of n people, how have you managed to work together as a family?

2. What brings you together?

3. How do you handle differences?

4. Describe the happiest experience you have had in this family.

5. Describe one aspect of your family life that was an unhappy experience.

6. What would you recommend for families today?

In general, the data collection procedure was conducted in a relaxed atmosphere with the family members participating well. A detailed reflection on the research process is provided in Chapter VI.

Research Instruments

For the purposes of this study, the following research instruments were utilized: (a) Verbal Stimuli Test - modified form (see Appendix A); (2) FACES II (see Appendix B); (3) Clinical Rating Scales for Family Functioning (see Appendix C). These instruments were selected because of their empirical validation of the constructs of the Dabrowskian levels of emotional development and the Circumplex Model of family functioning specific to the purposes of this research. A description of the research instruments follows.

Verbal Stimuli Test

The first research instrument employed in this study was the Verbal Stimuli Test (Dabrowski & Piechowski, 1977) which was designed to assess levels of individual emotional development based on the concepts of Dabrowski's theory of Positive Disintegration. The test consists of specific stimulus words which elicit subject responses providing experiential and conceptual information for diagnostic purposes. The stimulus words selected for the Verbal Stimuli Test yield response data relevant to basic dimensions of human experience such as joy, sadness, success, death and inner conflict. Nine of the original twelve stimulus words suggested by Dabrowski and Piechowski (1977) were selected on the basis of ease of understanding and higher inter-rater reliability of .73 for the combined verbal stimuli. An additional stimulus word "family" was included to elicit personal response data related to the way each individual experiences family, a topic specific to this study. The modified form of the Verbal Stimuli Test, utilized in this research, thus consisted of ten stimulus words (Appendix A).

The rating procedure for the Verbal Stimuli Test consists in differentiating the levels of emotional development reflected in response units and assigning a level value from 1 to 5, as well as half units, consistent with the description of levels and dynamisms presented in Dabrowski and Piechowski (1977). Two psychologists who are knowledgeable in the area of Positive Disintegration theory and are experienced raters, rated the responses utilizing the method of auditing to gain an acceptable level of reliability. Auditing, as recommended by Guba (1978) and Guba and Lincoln (1981), requires a second person or judge to verify that the data categories make sense and have been appropriately arranged into the category system.

This method of auditing, as demonstrated by Piechowski and Tyska (1982), has been effective in categorizing descriptive personality data. As Scott (1955) and Holsti (1968) have affirmed, for a content analysis study, the reliability is dependent upon the raters' skills, insight and experience. The level of inter-rater reliability deemed acceptable for this study was 85%. A description of the Verbal Stimuli Test scoring procedure is presented in The Analysis of Data section of this chapter.

The Verbal Stimuli Test, as a method of ascertaining levels of emotional development has been employed in various studies including a construct validity study (Bain, 1975), individual emotional development (Dabrowski and Piechowski, 1977), musicality and emotional development (Platt, 1982), and friendships and levels of emotional development (Dawson, 1983).

FACES II

The second research instrument which was utilized in this research was the Family Cohesion and Adaptability Evaluation Scales or FACES II (Olson, Bell & Portner, 1978). FACES II, as a 30-item scale, is a modified form of the original 111-item and 50-item instruments. The FACES II instrument overcomes limitations of the earlier versions (Olson, Russell & Sprenkle, 1983). The thirty items were selected on the basis of reliability checks and factor analysis. This self-report inventory was designed to provide an empirical assessment of the concepts derived from the Circumplex Model of family functioning. The assessed variables are specifically related to the cohesion and adaptability dimensions of the model.

FACES II is comprised of 16 items assessing the cohesion dimension and 14 items assessing the adaptability dimension. The cohesion dimension consists of items related to family emotional bonding, coalitions, space, time, decision-making, friends, boundaries, recreation and interest. The adaptability dimension consists of items related to family roles, assertiveness, leadership, negotiation, discipline and rules.

FACES II uses a simplified language, permitting understanding as low as the grade seven reading level, and allows for a double administration to obtain ideal as well as actual family functioning scores. The items consist of statements requiring responses on a 5-point Likert type scale ranging from "almost never" to "almost always" referring to the degree that the family system characteristics are perceived to be present in one's family. Scoring of FACES II, as outlined in the manual (Olson, et al, 1982) allows for separate scores for cohesion and adaptability as well as a combined score. Cutting points and ranges are provided for designation of family type (see Appendix B). The derivation of family scores is described in the section on Analysis of Data. Separate norms are provided for parents and adolescents with a parental mean score of 64.9 (standard deviation 8.4) for cohesion and mean score of 49.9 (standard deviation of

6.6) for adaptability based on 2,030 respondents. The adolescent mean scores are 56.3 (standard deviation of 9.2) for cohesion and 45.4 (standard deviation of 7.9) for adaptability based on 416 respondents.

Reliability and validity data are provided in the manual. The authors report a high test-retest reliability score of .83 for cohesion, .80 for adaptability, and .84 for the total scale (Pearson correlations). Internal consistency checks, based on two equal subgroups of a national sample of 2,412 respondents, yielded Cronbach Alpha figures for the samples as follows: cohesion, .88 and .86; adaptability, .78 and .79 with a total scale Alpha of .90.

High content and construct validity levels are also reported in the manual. Factor analysis results are presented with cohesion items loading primarily on Factor I and adaptability items loading mainly on Factor II.

The FACES II assessment instrument has proven useful both empirically and clinically for families as well as couples. Studies have compared clinic and non-clinic samples, actual versus ideal levels of family functioning, individual family member and total family responses. Research has ranged from studies of families with infants (Olson & McCubbin, 1982), clinical and non-clinical families (Portner, 1981), families with runaways compared with non-problem families (Bell, 1982), application of the Circumplex Model to chemically dependent families (Killorin & Olson, 1980), perceptions of family of origin types (Newman & Craddock, 1982), and a national study of "normal" families (Olson et al, 1983).

Clinical Rating Scales

The Clinical Rating Scales for family functioning (Olson & Killorin, 1983) comprised the third assessment tool for this study. These rating scales are also based on the concepts of cohesion, adaptability and communication germane to the Circumplex Model of family systems. The constructs relevant to the theory are indicated in Appendix C. The Clinical Rating Scales were utilized to rate the family functioning as observed during the family interaction time of Phase III, outlined in the Data Collection Procedure of this chapter.

The Phase III family interaction was video-recorded for subsequent analysis by two trained expert observers, knowledgeable in family systems theory, who rated the family functioning according to criteria contained in the Clinical Rating Scale (Appendix C). Computation of total scores enabled classification of the family according to the Circumplex Model. An inter-rater reliability of .80 was obtained in the analyses.

A family communication rating scale (Olson & Killorin, 1983) was employed to assess the quality of communication evident in the family interactions (see Appendix D). This rating scale has been included because communication has recently been considered a facilitating dimension in the Circumplex Model (Olson, Russell & Sprenkle, 1983). Positive communication skills such as respect, empathy, clarity, continuity tracking, and freedom of expression which facilitate family functioning were rated in this study by the expert observers as well as by the researcher.

Analysis of Data

The analysis of the data collected in this study involved the utilization of several scores: A Verbal Stimuli Test score to indicate the level of psychological development of each family member; FACES II individual and family scores; and observer rating scores derived from the Clinical Rating scales. A brief explanation of the derivation of each score follows.

Verbal Stimuli Test Scores

The responses to the ten verbal stimuli which were collected in written form, were divided into response units. A response unit was defined as "the smallest amount of text, a sentence or several sentences, which could stand out of context and remain intelligible . . . " (Dabrowski & Piechowski, 1977). Each response was assigned a level value according to the theoretical definitions of the levels. Half levels were also rated, providing response units with values of I to IV or half units of I-II, II-III, III-IV.

The formula utilized for the Verbal Stimuli Test Score was a

Level Index Score.

$$\text{Level Index} = \frac{\text{Sum (Level X Number of Ratings)}}{\text{Total Number of Ratings}}$$

FACES II Family Scores

The difficulty in attaining family scores on FACES II that are conceptually and empirically sound has been noted by Olson et al (1983). For purposes of this research, which was a study of the individual and of the family unit, both individual scores and family scores were presented to reveal commonalities and discrepancies.

The method for computing family scores on FACES II was essentially similar to that employed by Olson et al (1983). Two family scores were computed: a "family distance from center" (FDFC) score and a "family discrepancy score" (FDS).

The FDFC score was used to classify the family as balanced, mid-range, or extreme according to the Circumplex Model. The FDFC score was designed as "the distance from the center of the Circumplex Model to the family centroid, which is the point in the model at which the family mean adaptability and family mean cohesion scores meet" (Olson, 1983, p. 279). This score provided a single measure of family unit functioning based on three or more individual family members' scores. A correlational analysis was thus possible for purposes of this study.

The FDS score was defined as "the degree of agreement among family members on how tightly family members' scores are dispersed about the family centroid" (Olson, 1983, p. 279). The FDS scores provided an indication of the level of agreement among individual family members based on their perception of the functioning of their family system. In calculating the family scores, the individual cohesion and adaptability scores were converted to Z scores, based on differing norms for parents and adolescents. The formulas for the two family scores are provided in Table 9.

Clinical Rating Scale Scores

Family Scores based on the rated observations as provided in Appendix C, Cutting Points for the Clinical Rating Scale, were utilized. Separate scores for cohesion, adaptability, and communication were derived, as well as a mean score for each family. The clinical rating scale family scores were derived independently by two expert observers and by the researcher who served as the participant observer.

Content Analysis

In addition to the quantitative analysis of the individual and family scores described previously, a content analysis of family functioning was also carried out. The family interaction, video-recorded during Phase III of the data collection procedure, was transcribed by the researcher. These transcriptions of the verbal response material, as well as non-verbal visual data were utilized to derive thematic categories for each of the 11 families.

Table 9

Family Distance and Family Discrepancy Scores on FACES II

(Reproduced from Olson, D.A., McCubbin, H.I. et al, 1983)

Family Distance from Center (FDFC):

$$FC = \frac{HC + WC + AC}{3}$$

FC = Family mean cohesion z score
HC = Husband's cohesion z score
WC = Wife's cohesion z score
AC = Adolescent's cohesion z score

$$FA = \frac{HA + WA + AA}{3}$$

FA = Family mean adaptability z score
HA = Husband's adaptability z score
WA = Wife's adaptability z score
AA = Adolescent's adaptability z score

$$FDFC = \sqrt{FC^2 + FA^2}$$

Norms for Family Distance Scores:

Family Type	Distance Cutoff Point	Adjusted Percentage
Balanced	FDFC 2.7 or less	52.4
Mid-Range	>2.7<4.6	32.1
Extreme	<4.6	15.5
		100.0

Family Discrepancy Score (FDS)

$$\sqrt{HDS = (HC - FC)^2 + (HA + FA)^2}$$

$$\sqrt{WDS = (WC - FC)^2 + (WA - FA)^2}$$

$$\sqrt{ADS = (AC - FC)^2 + (AA - FA)^2}$$

$$FDS = HDS + WDS + ADS$$

HDS: Husband's distance scores from the family centroid.
WDS: Wife's distance score from the family centroid.
ADS: Adolescent's distance score from the family centroid.
FDS: Family Discrepancy Score is a sum of the discrepancies for each family member. A mean FDS can also be used by dividing the total by the number of family members.

The thematic categories were supported by verbatim responses of the family members as well as non-verbal descriptive data. It was realized that as Van Manen (1984) has cautioned:

> As such, a so-called thematic phrase does not do justice to the fullness of the life of a phenomenon. A thematic phrase only serves to point at, to allude to, or to hint at, an aspect of the phenomenon. (p. 28)

Commonalities and variations in family experience were also extracted based on a comparative analysis of the portrayal of family experience by the family members.

Summary of Data Analysis

The qualitative and quantitative data collected in this study were recorded. Individual and family profiles were drawn to illustrate individual emotional development level, family functioning type and description of family functioning qualities observed by the raters and researchers. Themes were derived from this cumulative data, noting similar and differing perceptions of the family unit by its constituents. Unique as well as general family functioning qualities were noted. Pearson product-moment correlation(s) coefficients were employed to determine if there was a positive correlation between level of emotional development as derived from the Verbal Stimuli test and family functioning type as derived from the FACES II test.

Chapter VI

INTERPRETATION OF DATA

Overview

A general description of test results and discussion of the hypothesis as well as detailed individual family research findings are presented in this chapter. Researcher preunderstandings, self-reflection and reflection on the research process are discussed.

Discussion of Test Results

FACES II Test Results

The FACES II test results are provided in Tables 10 - 12. The number of respondents who perceived their family functioning according to each of the 16 family types based on the Circumplex model are presented in Table 10.

Percentage respondents of individual perception of family functioning, grouped as balanced, midrange and extreme are provided in Table 11. Parent and adolescent percentages are indicated.

The mean scores based on the perception of family functioning FACES II results are presented in Table 12. Separate mean scores for cohesion and adaptability are indicated for parents and adolescents. The parent cohesion mean score of 60.2 of this sample is somewhat lower than the mean of 64.9 reported in the FACES II manual of norms. The parent adaptability mean score of

Table 10
Individual Perception of Family Functioning
Parents and Adolescents Combined (n=64)

		low	COHESION		high
		DISENGAGED	SEPARATED	CONNECTED	ENMESHED
	CHAOTIC	CHAOTICALLY DISENGAGED (1)	CHAOTICALLY SEPARATED (1)	CHAOTICALLY CONNECTED (0)	CHAOTICALLY ENMESHED (1)
high ADAPTABILITY low	FLEXIBLE	FLEXIBLY DISENGAGED (2)	FLEXIBLY SEPARATED (7)	FLEXIBLY CONNECTED (11)	FLEXIBLY ENMESHED (3)
	STRUCTURED	STRUCTURALLY DISENGAGED (5)	STRUCTURALLY SEPARATED (13)	STRUCTURALLY CONNECTED (8)	STRUCTURALLY ENMESHED (1)
	RIGID	RIGIDLY DISENGAGED (5)	RIGIDLY SEPARATED (5)	RIGIDLY CONNECTED (0)	RIGIDLY ENMESHED (1)

Table 11
Individual Perception of Family Functioning
Percentage Respondents

Type	Parents (n = 32)	Adolescents (n = 32)	Combined (n = 64)
Balanced	56	66	61
Mid-range	31	22	27
Extreme	13	13	13

Table 12
Perceived Family Functioning (FACES II)
Mean Scores

	Cohesion	Adaptability
Parents	$\overline{X}$ = 60.2 (S.D. = 8.2)	$\overline{X}$ = 47.0 (S.D. = 6.1)
Mothers	$\overline{X}$ = 60.3 (S.D. = 8.5)	$\overline{X}$ = 46.3 (S.D. = 6.2)
Fathers	$\overline{X}$ = 60.1 (S.D. = 8.2)	$\overline{X}$ = 47.7 (S.D. = 6.0)
Adolescents	$\overline{X}$ = 55.8 (S.D. = 9.2)	$\overline{X}$ = 45.9 (S.D. = 5.5)
Daughters	$\overline{X}$ = 56.6 (S.D. = 8.9)	$\overline{X}$ = 45.8 (S.D. = 5.9)
Sons	$\overline{X}$ = 54.6 (S.D. = 9.9)	$\overline{X}$ = 46.0 (S.D. = 5.1)

47 compares with the mean of 49.9 reported in the FACES II manual. The adolescents" cohesion mean score of 55.8 and adaptability mean score of 45.9 compare favorably with the general cohesion mean of 56.3 and the adaptability mean of 45.4 reported for normal populations (Olson et al, 1982).

No significant difference between the mean scores of mothers and fathers or between the mean scores of daughters and sons was indicated.

Verbal Stimuli Test Results

The Verbal Stimuli Test results are provided in Tables 13 and 14. Of the 64 respondents, 84 per cent scored below level III which is comparable to the proportion of the general population scores as suggested by Dabrowski. Only one of the 64 respondents scored at level IV with none scoring at level IV-V or level V. Comparable parent and adolescent scores are presented in Table 13. Whereas only six per cent of the parents scored at level I, 22 per cent of the adolescents scored at this level. Nineteen per cent of the parents scored at level I-II, a critical transitional stage between primary integration and unilevel disintegration. Only 9 per cent of the adolescents received scores at this level.

The number of respondents at each level of emotional development and perception of family functioning type is indicated in Table 14. Of the 64 respondents, 61 per cent perceived their family functioning as balanced, 27 per cent as midrange and 13 per

Table 13
Emotional Development Level
Percentage Respondents

Level	Parents (n=32)	Adolescents (n=32)	Combined (n=64)
I	6	22	14
I - II	19	9	14
II	53	41	47
II - III	6	12	9
III	10	16	13
III - IV	3	0	2
IV	3	0	2
IV - V	0	0	0
V	0	0	0

Table 14
Emotional Development Level and Perception of Family Functioning Respondents
(n=64)

	Family Functioning		
Level	Balanced	Midrange	Extreme
I	6	1	2
I - II	6	2	1
II	19	8	4
II - III	4	1	1
III	4	4	0
III - IV	0	1	0
IV	1	0	0
IV - V	0	0	0
V	0	0	0

cent as extreme.

The majority of respondents who perceived their families as balanced or midrange families scored below level III on The Verbal Stimuli Test. Thirty-four of the 39 respondents in the balanced. group and 12 of the 17 respondents in the midrange group scored below level III. All eight respondents who perceived their family functioning as extreme scored below level III on the Verbal Stimuli Test.

Discussion of Hypothesis

The general hypothesis of this study was that there would be a positive correlation between individual level of emotional development and perception of family functioning. This hypothesis was not confirmed. The correlation was .02 (r - .02) indicating a lack of correlation between the two variables for this sample. A scattergram also revealed a lack of relationship between the Verbal Stimuli Test scores and the FACES II test scores. These data indicate that the two scores are relatively independent. High level emotional development individuals did not necessarily perceive their family functioning as balanced. Low level emotional development persons sometimes perceived their family functioning as balanced.

Several important considerations follow. The finding of a lack of positive correlation does support a supposition that persons with high levels of emotional development would experience a dissatisfaction with dysfunctional family functioning. As with normal populations, individuals rated as levels III and IV would be considered high emotional development level persons. These persons, keenly aware of "what ought to be" in their individual development would also be sensitive to "that which ought to be and is not" in their family system. Only at the highest level V, according to the theory of Positive Disintegration, is there a unity, a harmony, wherein the "what ought to be becomes what is." Level IV persons, as Maslow's self-actualizing individuals, tend to like solitude and privacy and establish deep relationships with few persons. The difficulties in family living wherein such solitude is not respected or individuals are excluded from deep emotional relationships become evident. The challenges to family interaction are critical. For low level emotional development individuals, levels I or I-II, a lack of reflectiveness of "what ought to be" may manifest a satisfaction with "what is." These individuals thus would perceive as functional some dysfunctional family interactional patterns.

Since no level V persons were found in this study, further research is required to determine if there is a relationship between this highest level of emotional development and balanced family functioning.

The importance of agreement or lack of agreement about family members as to their perception of family functioning was also considered.

A correlational analysis was undertaken to determine the agreement between family members on the FACES II and Verbal Stimuli tests. The correlations are provided in Table 15. That family members perceived their families differently was obvious with adaptability lacking any statistically significant correlations. This finding of diversity of perception of family functioning by individuals was also reported by Olson et al (1983). For the Verbal Stimuli Test scores only the mother-adolescent scores were positively correlated ($r = .57$) and the adolescent-adolescent scores were negatively correlated ($r = -.60$). The differences in perception of family functioning and emotional development levels of family members may also be an important factor relevant to the question of the relationship between emotional development level and family functioning.

Individual-Family Research Findings

The research findings for the eleven respondent families who participated in all three phases of the data collection procedure are presented in the following section. Detailed descriptions supported with verbatim response data of two families are presented as illustrative of the data analysis procedure undertaken for all eleven families. The data analyses of the remaining nine families are presented in summary form. All individual and family names utilized in the data reports of this study have been changed.

Table 15
Agreement Between Family Members
(Correlations)

Scale	Mother-Father	Mother-Adolescent	Father-Adolescent	Adolescent-Adolescent
FACES II				
Cohesion	r=.52*	r=.61*	r=.40	r=.61*
Adaptability	r=.38	r=.36	r=-.07	r=-.23
Verbal Stimuli Test	r=0.30	r=.57*	r=.27	r=-.60

* p<.05

The detailed research findings of the two families are presented according to the following format: general characteristics, family atmosphere, emotional development levels of family members, perception of family functioning, and family thematic categories derived from integration of all data sources. As outlined previously, the three main sources of data considered in this study included the individual Verbal Stimuli and FACES II test scores, observer ratings of family functioning, and participant-observer or researcher analysis of family functioning. Scoring procedures are described in the data analysis section of this thesis. Theoretical explanation of the levels of emotional development according to the theory of Positive Disintegration as well as the theory of family functioning based on the Circumplex Model are described in previous chapters.

The Green Family

The first family to be described in detail is the Green family, which is comprised of two parents, three adolescents and a younger child. The mother is a full-time homemaker, and the father is employed as a social services manager. The three adolescents, a son and two daughters, are students. A profile of the Green family is presented in Table 16. The atmosphere or family ambience was generally optimistic, caring, and sensitively affectionate with a good sense of humour. Interest in self-reflection and family functioning were expressed. As individuals, the Green family members scored at levels II and II-III on the Verbal Stimuli Test. Verbatim responses illustrating the attendant level of emotional development are provided as follows:

> Level II-III - Suicide
>
> I have experienced the result of suicide in people close to me on two occasions. My first reaction was anger; anger for the extreme hurt and sorrow inflicted on others . . . anger was quickly dissolved by sorrow, regret, guilt. To realize that someone can be so totally desperate, driven to such extreme despair to see no workable solution but to want to escape by death is still difficult for me to understand. I have to question if I could have been more "present" to these people. I cannot go back and offer kindnesses in these cases, but I have firmly vowed to take that extra step in "unacceptable" situations; e.g., alcoholism, homosexuality, and let the person know I care. (Mother)

Table 16
Profile of Green Family

MEMBER	GENDER	AGE	EDUCATION	EMOTIONAL DEVELOPMENT LEVEL	FAMILY FUNCTIONING SELF-REPORT (FACES II)		FAMILY FUNCTIONING	
					PERCEIVED	IDEAL	OBSERVER RATING	PARTICIPANT-OBSERVER RATING
PERSON I (MOTHER)	F	44	Gr. X	II - III	Structurally Enmeshed	Chaotically Enmeshed	Structurally Connected	Structurally Connected
PERSON II (FATHER)	F	44	B.S.W.	II - III	Rigidly Disengaged	Flexibly Connected	Family Distance From Center Score Balanced	
PERSON III	M	21	1st year Tech. School	II	Flexibly Enmeshed	Chaotically Enmeshed	Mean Family Discrepancy Score Medium	
PERSON IV	F	17	Gr. XI	II	Flexibly Enmeshed	Chaotically Enmeshed	Family Communication Quality Excellent (5)	
PERSON V	F	16	Gr. X	II	Structurally Connected	Chaotically Enmeshed		

> Level II-III - Success
> Success means to be able to get up in the morning and to look forward to the day ahead. It is accomplishing something meaningful in my life. It is teaching my children values and a sense of responsibility that will help them to be productive members of society, that they might contribute to making society a little better place. Success means providing for the material needs of my family. (Father)
>
> Level II - Solitude
> Being left totally alone, having no communication with the outside world whatsoever. (Son)
>
> Level II - Loneliness
> Only experience I can think of involving loneliness is at the beginning of grade ten. At school I didn't know anyone. Was a terrible feeling. Felt terribly alone, very scary. Other than that I've always been fortunate enough to have people I care for around me. (Daughter)
>
> Level II-III - Inner Conflict
> I think inner conflict is very good. If we did not have this how could we know what is right and wrong and how could we make decisions. We would be totally irrational people . . . I have a lot of inner conflict right now in terms of career decisions and more so with morals. I feel inner conflict is very healthy for the soul; to discover who we really are. (Daughter)

Each member of the Green family provided at least two responses that manifested the beginnings of internal value orientations or level III development. The hesitation, ambivalence and ambitendencies of level II with external value orientations appear in the process of being replaced by more structural and functional differentiation with internal value orientations. The response to the stimulus word "inner conflict," cited above illustrates such a process. The presence of such developmental dynamisms as reflectiveness, guilt, and intimate emotional relationships were evident. The level III characteristic of moral responsibility, the "what is" becoming "what ought to be," was exemplified in the mother's active expression of valuing others as unique persons despite her lack of understanding of their actions. The intimacy level experienced by the Green family members was expressed by one of the daughters as follows:

> Family: having people around you who love and care about you. Not having to worry about how you look or what you say. To be able to remove all masks and totally be yourself. Family allows you to be totally at ease and allows you to express your feelings. I love my family very much and I feel extremely fortunate to be a part of them. My family sticks together through the good and bad. Throughout the years we have bonded a very close relationship which I feel will never be broken.

The average emotional development level of the parents was II-III and that of the adolescents was level II.

The individual perceptions of family functioning given by the Green family members as responses to the FACES II test are indicated in Table 16. Noteworthy is the fact that each of the family members provided differing perceptions of their family experience. Two of the adolescents rated their family as balanced according to the cohesion and adaptability scores: flexibly connected or structurally connected. The observers and the researcher as participant observer also rated the Green family functioning as structurally-connected, a balanced type. The third adolescent rated the family as flexibly enmeshed, a midrange category. The parents rated their family functioning in very different ways. The mother perceived the family to be extremely high in cohesion or enmeshed, whereas the father perceived the family to be extremely low in cohesion or disengaged. Family adaptability was also rated differently by the parents. The mother perceived the family adaptability as structured, a balanced category, whereas the father rated adaptability as rigid, an extreme category. Interestingly, only the father rated the ideal family as flexibly-connected, a balanced category. The other family members all selected as ideal extremely high levels of cohesion and adaptability, rating their ideal family functioning as chaotically-enmeshed. Extreme closeness appears to be most desirable as does extreme individualism, categories considered problematic according to the tenets of the Circumplex Model.

The family scores, family distance from center score and the family discrepancy score are provided in Table 16, as balanced and medium respectively. The communication score of 5 according to the clinical rating score was considered excellent with open discussion of self, feelings and relationships; respect, and empathy evident with clear verbal messages and the absence of non-congruent messages.

The thematic categories derived from an integration of all data sources provide a rich phenomenological description of the Green family functioning. These categories convey emergent properties of the Green family experience, derived from a careful reflection and analysis of individual member perceptions, as well as family functioning patterns not reducible to the perceptions or reactions of individual members. The six thematic categories descriptive of the Green family include family closeness, crises handling ability, empathic communication, marital dyad strength, religious values and traditional role delineation. Verbatim response data are provided as illustrative of these thematic categories.

Family closeness, cohesion or emotional bonding was characteristic of the Green family:

> We feel very close to each other, we are blessed and fortunate, rarely do we look outside the family to discuss problems - on the whole we turn to each other. (Mother)
>
> Family members know each others close friends. (Daughter)
>
> We're interested in each other's activities and ask about them - sports, Dad's work. (Son)
>
> I know if I ever came home pregnant, she wouldn't just say, "shame, shame;" we know Mom wouldn't kick us out, whatever happened she'd be there. (Daughter)

The "being there for each other" was manifested non-verbally as well by attentive facial expressions, nods of agreement, smiles of recognition as well as expressions of concern for comfort of individual members during the videotaping session.

Crisis handling ability was an evident strength for the Green family. The father and mother took turns describing the critical illness of their youngest son during his infancy years.

> Our youngest child had medical problems during the first year. This was very hard especially for my wife. (Father)
>
> I felt guilty that this child was here because I had been told I shouldn't have any more, I was really angry. Why? Now I had to put everything I had into caring for him, without much sleep. I was so tired I couldn't even organize my thoughts . . . . When I couldn't fight any more, my husband had the strength. He finally got the right medical help. He wasn't demanding. (Mother)
>
> This type of difficulty should draw people closer together, a time of mutual support. We needed and got support from extended family, had that relief to draw from. (Father)

The adaptability manifested in "mutual support" and "getting help as a relief" proved to be critical components in the crises handling ability of the Green family. The view that something good would come out of it; the possibility in the pain provided the necessary optimism.

Empathic communication was in evidence throughout the sessions spent with the Green family. As the youngest son, who joined in the family interaction time, noted, "It is easy to express our own opinions." No family member was excluded from participation. Qualities of openness, trust and compromise were expressed and demonstrated.

> Openness has brought us together. We can tell each other how we really feel, get to know what is on each other's minds and know where we stand. (Daughter)
>
> Right from the beginning, Mom and Dad were very flexible people - no generation gap. (Son)

> Important to communicate, to express feelings and differences without cutting each other off. (Father)
>
> I have a good feeling, a good relationship with my daughters, established when they were very young. I trust them. (Mother)
>
> . . . if Jane and I have arguments, later it just works out, have major differences, yelling and shouting - each knows other's opinion, able to express feelings, no grudges carried . . . . (Daughter)

A trusting openness appears to provide an ease of empathic communication for the Green family; a forthright honesty tempered with caring concern.

Strong marital commitment to each other, or marital dyad strength was often in evidence between the Green wife and husband. Most often unexpressed, but perceived as strongly present, the high regard that wife and husband had for each other, a mutuality, a committed love was evident. It was as though this quality was so present it did not need verbal confirmation. Two expressions sum up this strength of the marital dyad quality of the Green couple:

> . . . a partnership, a mutuality, difficulties should draw a couple closer together . . . needs to be mutual support; that's what marriage is all about. (Father)
>
> Main structure of family is parents; if don't have kind and loving parents you're at a loss to begin with. (Son)

Strong religious values also characterized the Green family. A "lived-faith" seemed to permeate the family atmosphere, providing focus, strength and guiding values.

> [During son's illness] . . . feel somehow God used me, the answer was within, He was guiding me. My husband also has strong faith - know God always there. (Mother)
>
> . . . values and morals that Mom and Dad have given us, they taught us right and wrong when we were younger, now we have to choose for ourselves. (Son)

A final thematic category descriptive of the Green family was that of traditional role delineation. The mother, as full-time homemaker, clearly regarded her job "inside the home" as wife and mother.

> For me creating family, being a wife and mother is a very noble profession and I need no other to find fulfillment. I strongly resent the attitude society has adopted, and I feel we can make no greater mistake as a society than to devalue the importance of family. (Mother)

For Mrs. Green outside activities comprise traditional volunteer service.

> When and if I am involved outside my home, it is in something involving a sense of family, whether it be in the school or church community. (Mother)

As noted earlier, the Green adolescents value their parents' dedication to family. However, the role delineation was problematic for the girls who expressed resentment at the lack of sharing of household responsibilities.

> Personally I don't like that; I think each one should help; I don't see anything wrong with guys helping . . . after supper we're just as busy, yet we do the cleaning up. (Daughter)

The father expressed his view of role delineation.

> This family is in a traditional role. I'm responsible. I see housework as a female type role. I don't see it rigid - when someone is sick - yet from my perspective when I come home at night I don't jump in. (Father)

In summary, as individuals, the Green family members revealed similar levels of emotional development, with no one being strikingly atypical. Noteworthy are the differing perceptions of family functioning given by the individuals. Strong agreement on family support and caring were most evident as was a family growth mentality, characteristics related to cohesion and adaptability facilitated by empathic communication. As Mr. Green concluded, "Family has the responsibility to help each other grow." In word and in action the Green family seemed to exemplify this quality of individual and family growth.

The Alton Family

The second family presented in detail is the Alton family. This family is comprised of two parents, two adolescents and two younger children. The mother is employed as a health care professional and the father as a blue collar worker. The two adolescents, a daughter and a son, are students. A profile of the Alton family is provided in Table 17. The family atmosphere was one of friendliness, yet oppositional distrust and pessimism seemed to prevail.

The Alton family members scored at levels I to III on the Verbal Stimuli Test. Both parents obtained level II scores, whereas one adolescent obtained a level I score and the other obtained a level III score. Verbatim responses are provided to illustrate the differing levels of emotional development:

Table 17
Profile of Alton Family

MEMBER	GENDER	AGE	EDUCATION	EMOTIONAL DEVELOPMENT LEVEL	FAMILY FUNCTIONING SELF-REPORT (FACES II)		FAMILY FUNCTIONING	
					PERCEIVED	IDEAL	OBSERVER RATING	PARTICIPANT-OBSERVER RATING
PERSON I (MOTHER)	F	39	Nursing Diploma	II	Rigidly Disengaged	Chaotically Connected	Chaotically Connected	Chaotically Disengaged
PERSON II (FATHER)	M	49	Gr. XII	II	Structurally Disengaged	Chaotically Separated	Family Distance From Center Score Midrange	
PERSON III	M	15	Gr. X	I	Rigidly Disengaged	Chaotically Connected	Mean Family Discrepancy Score High	
PERSON IV	F	14	Gr. IX	III	Structurally Disengaged	Chaotically Enmeshed	Family Communication Quality Fair (2)	

> Level I - Success
> I think that anyone can be a success if they want to be. (Son)
>
> Level II - Great Joy
> The time of great joy has been the day of my graduation, my wedding day, the day our children were born. Also I am so overjoyed and proud when one of us achieves an award or a good grade. (Mother)
>
> Level II - Solitude
> It can be a way people can get relaxation in their daily lives or it can be close to loneliness, not being able to make friends. (Father)
>
> Level III - Ideal
> My ideal self would be a loving, understanding, caring, trustworthy, honest and a true blue friend. I would like to have a family who loves me and whom I love. An honest life, a good job, a house, and most of all a sense of usefulness and pride. (Daughter)

The Alton family members manifested strikingly different levels of emotional development. The absence of guilt and the absence of reflectiveness characteristic of level I primary integration were evident in some members. These absences were in sharp contrast to a keen awareness of moral responsibility, of "what ought to be" characteristic of the level III family member. The level II family members displayed ambivalence and hesitation characteristic of level II unilevel disintegration. The differing value orientations and developmental levels of the Alton family appeared to promote disharmony. As expressed by the daughter:

> Another thing that gets me down is the frequent dishonesty in our family. I realize it really hurts my parents especially my Mom and that hurts me - it's enough to tear my family apart.

The perception of family functioning given by individual members of the Alton family as responses to the FACES II test are indicated in Table 17. Noteworthy is the fact that all four members perceived the family as disengaged, an extremely low cohesion category. The mother and adolescent son perceived their family as extremely rigid, an extremely low adaptability category. The father and the daughter rated their family adaptability level as structured, a balanced category. Both parents and adolescents rated the ideal family as possessing an extremely high adaptability level or chaotic according to the Circumplex Model. For three family members ideal cohesion levels were perceived to be connected or separated, both balanced categories. Only the daughter rated ideal family cohesion as enmeshed, an extremely high cohesion category. Extreme individualism appears to be most desired by the Alton family.

The observers and researcher as participant observer rated the Alton family adaptability as extremely high or chaotic. The family cohesion was rated differently by observers and researcher. The observers regarded the family as connected, a balanced cohesion category, whereas the researcher observed the family to be disengaged, an extremely low cohesion category.

The family scores, family distance from center score and family discrepancy score are presented in Table 17 as midrange and high respectively.

The communication score of 2 according to the clinical rating scale was considered fairly good. Disqualifying verbal and distracting non-verbal responses with a lack of respect for the feelings and messages of others were evident. The Alton family was quite open in discussing self, feelings and relationships. However, the feeling of "how I would like to be treated if that were me" empathic communication was seldom evident. No meta communication was manifested in the family interaction session.

The thematic categories derived from an integration of all data sources provide a comprehensive description of the Alton family. Careful reflection and analyses of individual family member responses as well as of system characteristics of the family were undertaken. The five thematic categories descriptive of the Alton family include emotional separateness, dysfunctional communication, lack of clear generational boundaries, inefficient problem solving ability and concerned hopelessness. Verbatim response data are provided to support and illustrate the thematic categories.

An emotional separateness seemed to characterize the Alton family. This extremely low cohesion quality was often indicated more non-verbally than verbally. Attempts to be together physically were rebuffed. A general lack of "esprit de corps" prevailed:

> Everyone goes his or her own way. (Mother)
>
> I know that might sound selfish, but because I usually don't get that much recognition from my family, I am

> usually the one who encourages myself. (Daughter)
>
> Family members are closer to people outside . . . find it easier to speak to friends than to family. (Daughter)

The lack of family accord was especially evident in the dysfunctional communication which pervaded the family interaction. Initial critical remarks about the amount written on the Verbal Stimuli Test were aimed at each other:

> Did you include a plot, too? (Daughter)

Disqualifying comments such as "that's not the way it is," "that's not true," and "who cares?" were frequently levelled at each other. Defensive attempts to protect oneself with such remarks as "I'm not the only one" as well as sullen, defiant looks were common . A striking feature of the Alton family communication appeared to be desperate pleas for recognition without consideration of other family members. As the father concluded, "they want to see only their own part to their advantage."

Although there seemed to be a good relationship between the marital dyad in the Alton family, with respect shown toward each other, a lack of clear generational boundaries was evident. The adolescents in the family often seemed to disregard any parent/child hierarchy. In fact, the lack of parental leadership was noteworthy and a source of concern for the parents. As one of the younger children noted, "nobody obeys the rules." Confusion of generational boundaries and ineffective adult leadership proved disruptive.

Inefficient problem solving ability was evident.

> Words fly, the war is on - one insists on getting this, the other wants it - the war is on. (Father)
>
> Takes more time and effort to be after them all the time to come and help so I just end up doing it myself. (Mother)

The evasion of responsibility was illustrated not only in lack of sharing of household responsibilities, but in behavior as well.

A concerned hopelessness characterized the Alton family. However, most positive was a willingness to elicit assistance in solving their family difficulties, a seeming paradox:

> [The difficulties in our family], the attitude toward it all and the way [it] is expressed has me very saddened and very worried. (Mother)
>
> One wish for our family would be to remember the golden rule . . . think of other person first. (Father)
>
> One thing that gets me down is the frequent dishonesty in our family . . . enough to tear any family apart . . . . makes me very happy when everyone in our family does something together and gets along. (Daughter)

A growing glimmer of hope seemed to appear toward the end of the sessions with the Alton family. As the son noted, "My family is not the best, but we try so I guess that means we're O.K."

In conclusion, the Alton family seems not yet to have achieved the balanced cohesion and adaptability spoken of by the father.

> A family should be a close group, yet each person should live their own life. They need to have need for each other, while friends should be different.

The struggle to accept individual differentness in relation to abilities and specifically to emotional development was paramount. It is the researcher's view that with supportive challenge and encouragement the Alton family crises has the potential to be the very catalyst to transform their system functioning. Rather than a "minus sign," the crisis is a "harbinger of change," the possibility of reintegration at a higher level through disintegration of lower level functioning. This positive disintegration view related to individuals is also applicable to family functioning. That there is "possibility in pain" was my parting impression of the Alton family. Interestingly, it was the Alton family who had graciously invested considerable time and effort in preparing homemade baking to share with us. A warm friendliness was evident in response to our appreciation and encouragement. As researcher, I must conclude that I hurt with them and hoped with them; I was and am deeply moved!

Family Profile Summaries

The remaining nine families who participated in the three phases of the data collection procedure are presented in summary form. The same careful reflection, detailed analysis and integration of all data sources as undertaken for the Green and Alton families was also undertaken for these nine families.

The Drapeau Family

A profile of the Drapeau family is provided in Table 18. The family is also composed of two older children who live away from home, the adolescent included in this study being the youngest of the three children. The family atmosphere was warmly welcoming, with affiliative trust, intense emotional expression, and profound sensitivity.

The family members achieved average scores at levels II and II-III on the Verbal Stimuli Test. A high level III-IV emotional development level was illustrated in the following response given by the son:

> Inner Conflict - An experience of loneliness, frustration and uncertainty. My sister was seriously involved in a relationship, talking seriously about marriage and future plans. However, being the protective little brother, I saw some traits in him that I really objected to that either my sister did not know about or refused to acknowledge. The inner conflict was do I tell her or do I not? Is it my own selfishness that I would not accept him or do I have a right to my opinions? If I do have valid opinions do I have the right to tell my sister? Will it make her decide between him and me? Love carries what responsibility?

The Drapeau family members perceived their family functioning to be within the balanced categories of cohesion and adaptability. The observers and researcher rated the family as structurally-connected, a balanced category. The family communication was perceived to be excellent.

Table 18
Profile of Drapeau Family

<table>
<tr><th rowspan="2">MEMBER</th><th rowspan="2">GENDER</th><th rowspan="2">AGE</th><th rowspan="2">EDUCATION</th><th rowspan="2">EMOTIONAL DEVELOPMENT LEVEL</th><th colspan="2">FAMILY FUNCTIONING SELF-REPORT (FACES II)</th><th colspan="2">FAMILY FUNCTIONING</th></tr>
<tr><th>PERCEIVED</th><th>IDEAL</th><th>OBSERVER RATING</th><th>PARTICIPANT-OBSERVER RATING</th></tr>
<tr><td>PERSON I (MOTHER)</td><td>F</td><td>49</td><td>Business College</td><td>II</td><td>Structurally Separated</td><td>Chaotically Connected</td><td>Structurally Connected</td><td>Structurally Connected</td></tr>
<tr><td rowspan="2">PERSON II (FATHER)</td><td rowspan="2">M</td><td rowspan="2">52</td><td rowspan="2">M.Sc.</td><td rowspan="2">II</td><td rowspan="2">Structurally Separated</td><td rowspan="2">Flexibly Connected</td><td colspan="2">Family Distance From Center Score</td></tr>
<tr><td colspan="2">Balanced</td></tr>
<tr><td rowspan="2">PERSON III</td><td rowspan="2">M</td><td rowspan="2">22</td><td rowspan="2">B.A.</td><td rowspan="2">II - III</td><td rowspan="2">Flexibly Connected</td><td rowspan="2">Chaotically Connected</td><td colspan="2">Mean Family Discrepancy Score</td></tr>
<tr><td colspan="2">Low</td></tr>
<tr><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td><td colspan="2">Family Communication Quality</td></tr>
<tr><td colspan="2">Excellent (5)</td></tr>
</table>

The five thematic categories derived from integration of data relating to the Drapeau family included family togetherness, struggle for individuality, spiritual values, empathic communication and affirmation of self and others. The Drapeau family manifested a very cohesive family spirit in terms of shared family time, shared meals, knowing each other's friends. Expressions such as "We are a very close family," "I want to do what is best for me - I've always been compared to the two older children," "We have always tried to talk things out," and"It has been important for us to be active in a community church" exemplify the Drapeau family qualities. The struggle for individuality provided a necessary balance to extreme cohesion manifested at times. A necessary adaptability according to developmental level, a yearning for individuality as well as participation was evident.

The Eisler Family

A profile of the Eisler family is presented in Table 19. The family consists of an older child as well as the family members listed. The family atmosphere was friendly and responsive though initially somewhat guarded.

Interestingly, the five Eisler family members all scored at level II on the Verbal Stimuli Test. Two individuals manifested evidence of movement between levels II and III. The following verbatim response is illustrative:

Table 19
Profile of Eisler Family

MEMBER	GENDER	AGE	EDUCATION	EMOTIONAL DEVELOPMENT LEVEL	FAMILY FUNCTIONING SELF-REPORT (FACES II)		FAMILY FUNCTIONING	
					PERCEIVED	IDEAL	OBSERVER RATING	PARTICIPANT-OBSERVER RATING
PERSON I (MOTHER)	F	50	Business College	II	Flexibly Connected	Flexibly Connected	Flexibly Separated	Structurally Separated
PERSON II (FATHER)	M	51	B.Sc.	II	Flexibly Connected	Flexibly Connected	Family Distance Center Score	
							Balanced	
PERSON III	M	21	2nd year M.D. program	II	Structurally Separated	Chaotically Connected	Mean Family Discrepancy Score	
							Low	
PERSON IV	M	19	1st year University	II	Structurally Separated	Structurally Connected	Family Communication Quality	
							Very Good (4)	
PERSON V	M	16	Gr. X	II	Flexibly Separated	Chaotically Connected		

> Loneliness - The absence of love. The times I could not give. You could be in a room filled with people and still feel terribly alone. I do feel though that because of these times I matured a lot and learned a lot about myself. (Mother)

The Eisler family members perceived their family functioning to be within the balanced categories of cohesion and adaptability. The family cohesion and adaptability were also rated within the balanced categories by the researcher. Two of the adolescents regarded extremely high levels of adaptability as ideal family functioning qualities. Family communication was rated as very good.

The thematic categories derived from all data relating to the Eisler family included marital and family commitment, family pride, shared activities, respect for individual value choices, strong competitiveness and value of discord. Expressions such as "care and concern for people," "everyone has right to be self, yet can't impose upon the others," and "once you get married and have a family you need to make a tremendous commitment" characterize the Eisler family. The acute competitiveness experienced more intensely by some family members than others was balanced by family closeness and acceptance.

The Ford Family

A profile of the Ford family is provided in Table 20. In addition to the members listed in the table, this family also is comprised of a fourth child, an older son. An atmosphere of

Table 20
Profile of Ford Family

					FAMILY FUNCTIONING SELF-REPORT (FACES II)		FAMILY FUNCTIONING	
MEMBER	GENDER	AGE	EDUCATION	EMOTIONAL DEVELOPMENT LEVEL	PERCEIVED	IDEAL	OBSERVER RATING	PARTICIPANT-OBSERVER RATING
PERSON I (MOTHER)	F	58	Sr. Matric Bus. College	III	Structurally Separated	Chaotically Enmeshed	Structurally Separated	Rigidly Connected
PERSON II (FATHER)	M	53	B.Sc.	II	Rigidly Separated	Flexibly Connected	Family Distance From Center Score Balanced	
PERSON III	F	20	3rd year University	II	Chaotically Enmeshed	Flexibly Enmeshed	Mean Family Discrepancy Score Medium	
PERSON IV	F	19	2nd year University	II	Structurally Separated	Flexibly Connected	Family Communication Quality Very Good (4)	
PERSON V	F	17	Gr. XI	II - III	Flexibly Enmeshed	Chaotically Enmeshed		

humour, warmth, and friendliness characterized the Fords.

The Verbal Stimuli level scores ranged from level II to level III for the family members. Some movement to level IV was evident as exemplified in the following response:

> Death - sadness for those left, especially when a child dies, or when a parent of a young family dies.
> Relief - in the case of someone who has been suffering great pain for a long time.
> Sometimes fear - when thinking of intentions thought about and never carried out [e.g., Bible lesson, never did put that oil in the lamp]. (Mother)

The Ford family members rated their family functioning in strikingly different ways. The individual perceptions of ideal family functioning was rated within balanced categories by three members and within extreme categories by the other two. The family cohesion was also rated differently by observers and researcher. The open, responsive communication quality was rated as very good.

Thematic categories derived from an integration of all data sources consist of the following: marital and family commitment, family togetherness, faith-based values, developmentally geared discipline. Brief responses illustrate these themes: "When we got married we made commitments . . . realized there would be days when the roses would wilt and cream would sour," "rules always clearly, firmly laid down," "We have tried to teach them, then at age 18 they are on their own," "shared holidays, a lot of mutual friends." The struggle for individuality may be summarized by the following response by one of the Ford daughters.

> Many (many!) times I have disagreed with things Mom and Dad would or wouldn't let me do, or their decisions. Now I am beginning to see some of the things they did and why . . .

The Juneau Family

A profile of the three members of the Juneau family is presented in Table 21. This family is also comprised of five older children, all living away from home. The family atmosphere was one of friendliness, formality and trust.

The Verbal Stimuli level scores were either level II or II-III. The level II-III movement to "what ought to be" is exemplified in the Juneau daughter's reflection on family:

> Your family will be behind you when others have left and be supportive of whatever you are doing. They seem to understand you better because they have been brought up the same way. They are the hardest on you because they care the most. It is very upsetting to see how someone . . . is treating one of your family members and they not realize it.

Family functioning within the Juneau family was considered similarly by the mother and daughter, as being balanced relevant to cohesion and adaptability. The father perceived family adaptability to be more extreme or chaotic. The family functioning ideal was rated as a balanced cohesion level with a very high adaptability level. The communication was rated as good.

Table 21
Profile of Juneau Family

MEMBER	GENDER	AGE	EDUCATION	EMOTIONAL DEVELOPMENT LEVEL	FAMILY FUNCTIONING SELF-REPORT (FACES II)		FAMILY FUNCTIONING	
					PERCEIVED	IDEAL	OBSERVER RATING	PARTICIPANT-OBSERVER RATING
PERSON I (MOTHER)	F	58	Gr. X	II - III	Flexibly Separated	Chaotically Separated	Rigidly Disengaged	Rigidly Disengaged
PERSON II (FATHER)	M	62	Secondary School	II	Chaotically Separated	Chaotically Separated	Family Distance From Center Score Balanced	
PERSON III	F	19	Gr. XII (Matric.)	II - III	Flexibly Connected	Chaotically Connected	Mean Family Discrepancy Score Low	
							Family Communication Quality Good (3)	

The following thematic categories were derived for the Juneau family: family loyalty, struggle for individuality, marital commitments, traditional role delineation, and stress on compromise. Themes such as "security, love and loyalty" were often expressed by the Juneau family members. The age differential between parents and daughter was noted as a "fair generation gap - from 19 to 60's - I have different opinions from theirs." This struggle for individuality was accepted by the mother as "They have to live now, not in the past; some of their ideas I don't agree with. Yet they have to live with it." The family themes of "pulling together," " working hard to be successful" and "compromising to make a go of it" were evident. The Juneau marital commitment was reflected in expressions such as "tolerance for each other's mistakes," "need to sacrifice, forgive," "need to be balancing force." The traditional roles of father as provider and mother as "being home" to provide "consistent, secure environment" were emphasized. The Juneau family cohesion and adaptability were exemplified in the following response by the mother:

> As a child I did not feel very close to my family or feel that I was loved in any way. Now I have my own family and feel it's very important that we see and help each other as often as possible, which I'm sure we do. We are also very critical of one another, but maybe this is a help rather than a hindrance.

The Halwin Family

A profile of the Halwin family is presented in Table 22. The family atmosphere was friendly though somewhat reserved. The Halwin family Verbal Stimuli level scores were quite diverse, ranging from I-II to III. The high emotional development level III is exemplified in the following response by the Halwin mother:

> Great Joy - Much has to do with the growing relationship between my husband and me. Last summer we spent two beautiful intimate days at the lake where I felt a closeness to him that even now brings tears to my eyes. It was as if two souls were united as one, a feeling which sustains through the more difficult day-to-day realities . . . .

Three of the Halwin family members perceived their family functioning within balanced categories. The mother assessed her family as chaotically-disengaged, with very high adaptability but very low cohesion. The family functioning ideals were assessed in differing ways. The communication quality was rated as very good.

The following thematic categories were derived for the Halwin family: emotional closeness, privacy value, growth through crisis, sense of humour and responsibility. The following expressions are illustrative: "we're rather close, when one has problems others are aware and concerned," "we certainly value our private time, often don't spend free time together," "we should look after each other no matter what - I've had to come home with some big problems - I've grown a lot . . . " "a good sense of humour," and "I make decisions as to what is reasonable; Mom and

Table 22
Profile of Halwin Family

MEMBER	GENDER	AGE	EDUCATION	EMOTIONAL DEVELOPMENT LEVEL	FAMILY FUNCTIONING SELF-REPORT (FACES II)		FAMILY FUNCTIONING	
					PERCEIVED	IDEAL	OBSERVER RATING	PARTICIPANT-OBSERVER RATING
PERSON I (MOTHER)	F	37	2nd year University	II	Chaotically Disengaged	Chaotically Separated	Structurally Disengaged	Structurally Disengaged
PERSON II (FATHER)	M	40	Gr. XII	I - II	Structurally Separated	Flexibly Separated	Family Distance From Center Score Balanced	
PERSON III	F	17	Gr. XI	III	Flexibly Separated	Chaotically Connected	Mean Family Discrepancy Score Low	
PERSON IV	F	16	Gr. IX	I - II	Flexibly Separated	Chaotically Enmeshed	Family Communication Quality Very Good (4)	

Dad trust me." The marital cohesion may be summarized in this conclusion by Mr. Halwin related to his wife's completion of studies:

> At the beginning it was strange, I felt threatened . . . Now, this spring she's getting her degree; I feel like I'm getting my degree.

The Cohn Family

A profile of the Cohn family is provided in Table 23. This family is also comprised of a younger son and daughter in addition to the family members listed. The family atmosphere was warmly welcoming, open and caring.

The Verbal Stimuli Test scores for the Cohn family members were similar, either level I or level I-II. An example of a level I-II emotional level response is the following response to success given by the Cohn father.

> For me a broad definition of success would go like this: understanding and implementing "God's will" in my life.

Such responses considered as "external religiosity" were given low level ratings. The religious convictions of the family were perceived by the researcher to be of a higher level with evidence of "internal religiosity."

The perceptions of family functioning given by the three Cohn family members were all within the balanced category. Their perceptions of ideal family functioning varied. The quality of family communication was rated as good.

Table 23
Profile of Cohn Family

					FAMILY FUNCTIONING SELF-REPORT (FACES II)		FAMILY FUNCTIONING	
MEMBER	GENDER	AGE	EDUCATION	EMOTIONAL DEVELOPMENT LEVEL	PERCEIVED	IDEAL	OBSERVER RATING	PARTICIPANT-OBSERVER RATING
PERSON I (MOTHER)	F	38	Certified Nursing Assistant	I - II	Structurally Separated	Flexibly Enmeshed	Structurally Connected	Structurally Enmeshed
PERSON II (FATHER)	M	43	M.A.	I - II	Flexibly Separated	Chaotically Connected	Family Distance From Center Score	
							Balanced	
PERSON III	M	15	Gr. X	I	Flexibly Connected	Flexibly Connected	Mean Family Discrepancy Score	
							Low	
							Family Communication Quality	
							Good (3)	

The following thematic categories were descriptive of the Cohn family: shared religious values, father as authority, marital commitment, and supportiveness. Expressions such as the following are illustrative of these themes: "Our Christian experience overrides everything else," "obeying my parents is one of the Ten Commandments,""The final decision is always the husband's, as head of the home," "I'm his helpmate, to back him up," "[rules] almost imposed upon the children, we don't feel harshly though," "I choose to meet my spouse's needs, to make some effort,""we've helped each other."

The Ingstrom Family

A profile of the Ingstrom family is presented in Table 24. The family atmosphere was warm, caring, and responsive.

The emotional development levels were very close consisting of level I-II and level II. The following response given by the Ingstrom mother exemplifies a level II response:

> Loneliness - I feel most lonely when I've lost my enthusiasm, when I let things get to me and I feel depressed - world situation, nuclear war, man's inhumanity to man, etc. In those times I almost forget all the beautiful people I know. God's spirit seems far away and I am in a desert.

Three of the Ingstrom family members perceived their family functioning to be at the balanced level. The daughter perceived her family functioning as rigidly-disengaged with very low cohesion and adaptability. All family members expressed as ideal,

Table 24
Profile of Ingstrom Family

MEMBER	GENDER	AGE	EDUCATION	EMOTIONAL DEVELOPMENT LEVEL	FAMILY FUNCTIONING SELF-REPORT (FACES II)		FAMILY FUNCTIONING	
					PERCEIVED	IDEAL	OBSERVER RATING	PARTICIPANT-OBSERVER RATING
PERSON I (MOTHER)	F	41	Gr. X	II	Structurally Separated	Flexibly Separated	Structurally Connected	Structurally Connected
PERSON II (FATHER)	M	43	M.Sc.	II	Flexibly Separated	Flexibly Connected	Family Distance From Center Score Balanced	
PERSON III	M	16	Gr. XI	I - II	Flexibly Connected	Chaotically Separated	Mean Family Discrepancy Score Low	
PERSON IV	F	14	Gr. IX	I - II	Rigidly Disengaged	Chaotically Separated	Family Communication Quality Excellent (5)	

balanced levels of cohesion. The two adolescents would prefer a very high adaptability level. Family communication quality was rated as excellent.

The thematic categories descriptive of the Ingstrom family derived from integration of all data consist of the following: family commitment, open communication, spirituality, struggle for individuality and emotional closeness. The following responses illustrate these themes. "Great joy for me - the growth in my marriage relationship," "In last year [I've] had a stronger concern about what the father in a family might be," "we discuss and compromise," "I feel closer to some friends than to family,""I probably would want to go more often if [he] didn't push; wouldn't feel forced," "we as family support each other whether difficult times or not." As the Ingstrom father concluded,

> Family is a most important vehicle for the continuation of a strong, health society. I look forward to our family getting older and better . . .

The Steves Family

A profile of the Steves family is provided in Table 25. An atmosphere of friendliness with a tentativeness characterized the family.

Responses on the Verbal Stimuli Test were rated between levels I and II. The following level II response is illustrative:

Table 25
Profile of Steves Family

MEMBER	GENDER	AGE	EDUCATION	EMOTIONAL DEVELOPMENT LEVEL	FAMILY FUNCTIONING SELF-REPORT (FACES II)		FAMILY FUNCTIONING	
					PERCEIVED	IDEAL	OBSERVER RATING	PARTICIPANT-OBSERVER RATING
PERSON I (MOTHER)	F	43	Registered Nurse	II	Rigidly Separated	Flexibly Connected	Rigidly Separated	Rigidly Separated
PERSON II (FATHER)	M	49	B.Sc.	I	Structurally Separated	Flexibly Separated	Mean Family Discrepancy Score	
							Balanced	
PERSON III	F	18	Gr. XII	II	Flexibly Connected	Chaotically Connected	Mean Family Discrepancy Score	
							Low	
PERSON IV	M	16	Gr. X	I - II	Flexibly Enmeshed	Flexibly Enmeshed	Family Communication Quality	
							Good (3)	

> Great Joy - a feeling of bursting, excited, overflowing. An experience at summer camp, being with people you like and they like you for what you are. (Daughter)

Some high level II-III responses were given by the Steves family members as shown in the mother's reflection on inner conflict:

> Inner conflict is a struggle for me very often. There seems to be two forces at work. One is the selfish inward desire of wanting things and plans to go my way. The other is the "good" that I know I should do - even if it means giving up something pretty important to me.

The Steves family members perceived their family functioning in varying ways. Family cohesion was perceived to be balanced by three members, but perceived to be extreme or enmeshed by the son. The mother perceived family adaptability as very low or rigid, whereas the other members perceived adaptability to be balanced. The parents rated as ideal more balanced family functioning, whereas the daughter selected as ideal very high adaptability. Interestingly, the son appeared satisfied with the flexibly-enmeshed family functioning as he perceived it. The communication quality was rated as good, though with unequal participation.

The following thematic categories are descriptive of the Steves family: family commitment, traditional role delineation, spiritual values, with some diffuse personal boundaries and struggle for individuality. Expressions such as the following are illustrative: "Family is basic for me - it spells finding out who I am, my creativity - it supports, sometimes negatively, but it is my roots,""church is like extended family,""God isn't very far, He's very near, within," "we don't shift household responsibilities," "[when I] disagree with the other three, there is nothing much I can do."

The Barlow Family

A profile of the Barlow family is provided in Table 26. The family also consists of a younger son in addition to the members listed. A sense of trusting openness, sensitivity and friendliness characterized the Barlow family.

The levels of emotional development of the family members ranged from level I to level II to IV. The level I responses for one member were often too brief to be rated reliably, which may have contributed to the low level designation. The high level III-IV response is exemplified in the following statement by the Barlow father on death:

> I think of old people, suffering, sick and seeing a release in death . . . of my father's death; it's so final, yet you must accept it . . . . I'm probably quite brash and calm about death yet I fear it not knowing how I would accept it, or, to any in my family. I hope and trust that the way I live will be the way I accept death.

All of the Barlow family members perceived their family functioning cohesion level within balanced categories. However, the family adaptability was perceived differently with the adolescents rating it as balanced whereas the parents regarded it as very low or rigid. The family members expressed widely different ideal types of family functioning. The family communication quality was rated as excellent.

Table 26
Profile of Barlow Family

MEMBER	GENDER	AGE	EDUCATION	EMOTIONAL DEVELOPMENT LEVEL	FAMILY FUNCTIONING SELF-REPORT (FACES II)		FAMILY FUNCTIONING	
					PERCEIVED	IDEAL	OBSERVER RATING	PARTICIPANT-OBSERVER RATING
PERSON I (MOTHER)	F	44	1 year University	II	Rigidly Separated	Chaotically Connected	Structurally Connected	Structurally Connected
PERSON II (FATHER)	M	44	Gr. XII (Matric.)	III - IV	Rigidly Separated	Flexibly Connected	Family Distance From Center Score Balanced	
PERSON III	M	22	B.Com.	I	Structurally Connected	Chaotically Connected	Mean Family Discrepancy Score Low	
PERSON IV	F	21	3rd year University	III	Structurally Connected	Flexibly Connected	Family Communication Quality Excellent (5)	
PERSON V	F	19	Student Nurse 2nd Level	II	Flexibly Connected	Flexibly Enmeshed		
PERSON VI	M	16	Gr. XI	II	Structurally Connected	Chaotically Enmeshed		

The following thematic categories were derived from an integration of all data sources as descriptive of the Barlow family: family belonging, marital and family commitment, competitiveness and conflict resolution ability. Brief excerpts of responses are noted to illustrate these themes: "Family is my 'raison d'etre'," I feel I have succeeded if I can be available when my family needs me and if home offers love and security," "I get goose bumps when I see my whole family . . . " "fortunate to have a loving and understanding husband," "I value my spouse and my family in preventing personal loneliness,""I didn't get a chance, everyone was talking,""eventually people opened up and said what was on their minds,""sometimes you treat us like we're little kids." A balanced cohesiveness and adaptability were evident, facilitated by effective communication.

Researcher Preunderstandings and Self-Reflection

As a researcher I have participated in a dialogal relationship with the families involved in this study. My involvement in the research is recognized and requires reflection. As noted earlier, that which is analyzed is affected by the researcher. My preunderstandings, presuppositions and values stand as important dimensions not only of the data collection process, but of the interpretive process as well.

The following section will consist of a critical reflection of preunderstandings related to four dimensions: family of origin, present family situation, values and research attitudes. These dimensions are considered especially relevant for a study of families.

My family of origin as a dual parent family with five children, was probably the major influence of my life. As the middle child, I grew up with an older brother and sister who are twins and two younger brothers. Strong adherence to Roman Catholicism was mandatory. Strict observance of the Catholic rules of the 1940's and 1950's was required with emphasis upon punishment and reward. My parents were both German speaking with my father having emigrated from Bavarian Germany in his late 20's and my mother the child of German-Russian peasants who had emigrated from Odessa, Russia one year prior to her birth.

German customs, food and language were dominant aspects of our lifestyle. As a rural farm family, hard work was demanded of each member with often little recompense due to early frosts, poor soil conditions and low produce prices.

Certain dimensions of my family of origin are specifically relevant to the concepts of cohesion and adaptability central to this study. My perception is that we were probably a "rigidly enmeshed" family, according to the Circumplex Model. Characteristics such as authoritarian leadership, autocratic discipline and role rigidity resulted in limited negotiation and problem-solving ability. Communication patterns of negative criticism without supportive interaction or reflective listening resulted in dysfunctional tension and frustration for me. However, an underlying awareness of love and concern were evident despite the tensions and authoritarianism.

As I reflect on these early experiences I realize that I have made a conscious decision to strive for a different style of family functioning in my family of procreation. This present family consists of two children, a girl aged twelve years and a boy aged five years, with two parents - my husband and myself. Within this family, I have made a conscious effort to achieve a democratic style of functioning with role flexibility, yet with strong generational boundaries. I value balanced respect for individual as well as relationship needs. That individual growth and fulfillment correlates positively with optimal marital and family functioning is a central conviction for me. I also value gender equality, with shared parental leadership and shared decision-making. Our present family functioning may be characterized by qualities similar to those within the "structurally connected" type of the Circumplex Model. Noteworthy is the realization that, in practice, these values and ideals are not always maintained. Despite conscious efforts to attain optimal communication within the spousal dyad as well as within the family, personal and situational factors sometimes lead to lack of empathy, lack of reflective listening and absence of supportive interaction. However, within this present family, I have experienced a strong love: the "consensual reality" created with the other family members, the "transcendence of my individual loneliness" of which Maturana (1978) speaks. My experience is that of encouragement to be "as oneself" and to be "as a part" noted earlier (Tillich, 1952); as a family working to attain flexibility as well as to affirm values and traditions; as a family member in some sense determined by system characteristics but ultimately free to choose the attitude toward the system.

An awareness of my bias for democratic values noted above, concern for family health, respect for persons as well as strong religious values has challenged me to adopt several attitudinal stances throughout the data collection and interpretation process of this study. Among these attitudinal stances, four are noteworthy: a respect for each individual's perception of self and family unit, a regard for differing ways of "being family," a realization that each family has strengths as well as weaknesses, and care in making interpretations based on differing perspectives and theoretical assumptions. As a researcher, my hopes that the family members would respond to my concern and respect for their "way of being family" became reality.

Reflections on the Research Process

To enter into a dialogal relationship with individuals and family units; to become a sharer in the individual and family life stories has been a challenging experience for me as researcher. In general, the research process has been a time of reflection, sensitivity and increasing respect for differing ways of "being family." As a researcher, I have become aware that I have been allowed only a partial glimpse into the real life experiences of the family members. I realize also that the conceptual categorizations that I have drawn with specific reference to cohesion and adaptability dimensions of family life comprise one viewpoint out of an infinitely variegated museum of possible distinctions (Varela, 1979). This research procedure has further confirmed the view that an observed family may categorize its experience in an entirely different way than does the observer" (Keeney, 1983, p. 27). Indeed there is great diversity in the ways individual family members categorize their experience of the family system.

As a researcher, I was impressed with the willingness and openness of family members to share their experiences, sometimes with profound emotion-filled expression. I was also aware that other members were less able or willing to reveal their perceptions and experiences. However, the general data collection atmosphere was relaxed, with very good participation by the family members. Assurances of anonymity and the use of the family home seemed to contribute to the relaxed atmosphere. An additional factor, especially with the adolescent family members, was the friendliness of the video equipment operator and his willingness to explain as he elicited help in setting up the equipment. Interest in the research findings and concern for family life today were often expressed by the family members following the video-recording. As a researcher I, as well as the video-recorder who is also a psychologist, responded to the family concerns, often shared food, as well as family souvenirs and artifacts. This time served as a debriefing session and an additional time to learn more about the family interaction, to share in their "lived experience of being family."

One of the secondary, yet critically important goals of this research process was a consciousness-raising of families to greater awareness of family functioning with possible remediation of less functional interactional patterns. Almost all of the research families reported that the individual and family research assignments of the study were interesting and stimulating. Responses included the following typical assessment:

> . . . Doing this has made us think about these important family topics;
>
> . . . made us wonder how we were doing as a family;
>
> . . . stimulated us to do some sharing that we've not done before;
>
> . . . it was really interesting to see where we agreed or disagreed;
>
> . . . every family should have this opportunity, it really made me evaluate what I was doing as a father in this family.

One family reported that "we spent about four hours talking after you left." Another mother reported that it gave her a long awaited opportunity to answer her son's questions about his illness as an infant, that it was a special time of closeness and wonderment for her son as well as for herself. Several families requested to view the videotape of their family and to purchase a copy for themselves.

Noteworthy, too, was the interest, effort and time invested by family members. The data collection procedure required a minimum of two hours spent in responding to the written tests and participating in the video-recorded session. The demands of expressing one's own emotional associations and experiences on the Verbal Stimuli Test rather than just checking off a pre-defined descriptive category was also recognized. About 20% of the respondents expressed concern about their ability to accomplish this. Ninety per cent of the respondents wrote a minimum of one response per stimulus word, with 70 per cent of the respondents providing at least two response units per stimulus word.

The video-recording was also a demanding requirement of the data collection. Although several family members expressed initial concern about being "filmed," the efforts of this researcher and the video-recorder to implement a non-threatening interview session proved successful. Often younger children in the family requested and were given an opportunity to be included.

In experiencing the research process and interpreting the data, I recorded and made explicit feelings and preconceptions which were "bracketed" or suspended. Noteworthy was a bias for egalitarian husband-wife roles with a less favorable feeling toward an authoritarian style of leadership. Three families reported the husband as "head of the household," as "captain of the ship," or as "having more wisdom." As a researcher, my interpretation of the family functioning of these three families required a consideration of my bias for non-authoritarian leadership patterns.

Finally, the reporting of the findings from different perspectives and methodological approaches proved to be challenging. The urge to give verbatim responses, as Husserl's "zu den Sachen Selbst," of letting the words speak for themselves, was restricted only by the limitations of space.

Concerns of anonymity also restricted the presentation of some very personal anecdotal response material. Such material was reported in more general terms and thematic categories. That each family has a uniqueness or singularity not reducible to typing was evident, yet thematic categorization revealed certain commonalities among the families. Individual family experience was shown to be a microcosm of human relationships; indeed it pointed toward a philosophy of human experience.

Chapter VII

CONCLUSIONS AND IMPLICATIONS

A summary of theoretical conclusions and implications of this study which support the results presented in the foregoing chapter are provided in this chapter. Limitations of the study as well as ethical considerations are presented. Suggestions for future research are delineated.

Theoretical Implications

The major purpose of this research was to study the relationship between individual emotional development and family functioning. The data collection procedure involved "insiders" and "outsiders" views of the family: self-report test scores, observer ratings and participant-observer analysis. The integration of all data sources provided a rich complexity of individual and family functioning data. The inclusion of adolescents as well as parental family members also provided a more complete family profile. The intensive detailed study of the families and derivation of thematic categories provided much material for understanding family cohesion, adaptability and communication. The theory of Positive Disintegration and the Circumplex Model provided useful theoretical frameworks.

The lack of confirmation of the hypothesis of a positive correlation between perception of individual emotional development and family functioning poses important questions. There appears to be a lack of statistically significant relationship between individual emotional development and family functioning. Low level individuals sometimes assessed their family functioning as balanced, whereas high level individuals perceived their family type as extreme. Theoretically, this finding could be accounted for by the fact that level I and level II individuals lack reflectiveness or awareness of "what ought to be", thus could remain satisfied with dysfunctional family interactional patterns. Levels III and IV individuals, considered high level in this study, experience dissonance and dissatisfaction with "what is" as well as an awareness of "what ought to be." This striving for higher level integration would account for a perception of family functioning as less than ideal and as not balanced. These persons have not yet reached the level V stage characterized by harmony and unity.

The lack of a positive correlation between individual emotional development and family functioning also poses further questions. How easy is it to live harmoniously as a family when family members are at markedly different levels of emotional development as was manifested in several of the research families? Lack of understanding and lack of similarity of value orientation seemed to contribute to dysfunctional communication. As exemplified by the Alton family described in Chapter VI, the "courage to be oneself and the courage to be as a part" provide a critical challenge to family living. To be considerate, respectful and empathic toward family members at emotional developmental levels other than one's own requires a universal love characteristic of very high level functioning. In addition, persons at the disintegration levels, such as level II, often manifest rebelliousness or neurotic characteristics in their experience of inner conflict necessary for movement to higher level reintegration. This stage, so difficult, yet growth producing for the individual, would also be problematic for family functioning As one level IV mother responded:

> The specifics of the definition of growth are confusing and the experience painful. And for most of us unavoidable. In order to grow, in order to be "better" people we seem to need to be shaken up, to experience trauma, to experience the death of many things, the death of many of our beliefs and ways of being and doing. To find a necessary connection between growth and death is an astonishing paradox.

Framo (1980) has outlined ten characteristics of healthy family functioning including encouragement of identity development and autonomy for all family members. Such qualities appear to be critically dependent upon the level of emotional development of the individuals. As Bowen (1978) suggests, differentiation of self can occur only in a context of responsibility or relatedness. Buber (1970) exemplifies such a position in describing "I-thou" interrelationships. Implications for family functioning are evident. The mutual respect, caring, and responsible relating of individual to individual within the family context demands a level of individual development consistent with such qualities. Individuals are the actors, dynamically becoming family system with all its system characteristics such as recursiveness. The classic free willdeterminism question again comes to the fore. To what extent could a high level emotionally developed person effect system change?

Other important considerations arise: Is there value in family members possessing different levels of emotional development as facilitative of transformation. Homogeneity of individual emotional development levels may be conducive to family harmony or conducive to non-movement to higher level functioning. This research found evidence of each position. Does family dysfunction, interactional conflict or even disintegration promote high level secondary integration individuals? Certainly it would appear that some individuals in this study have been influenced in this way.

The major research findings of this study centered upon a synthesis of individual-family functioning themes. Qualities such as family love, constructive communication, individual-participation balance, adaptability balance and strength of marital dyad were evident. The respondent families that were rated as most balanced also manifested unique qualities related to their family unit such as unique crisis handling ability and spiritual values.

The differing perceptions of family members as to their experiences of cohesion and adaptability are noteworthy. This study found that often there was not a shared meaning; indeed a variety of assessments of family functioning quality were often given by family members. The difficulties involved in deriving family scores that truly describe the family have been noted earlier in this thesis.

This study included a theoretical development of the implications of the theory of positive disintegration for family functioning theory. Such concepts as dynamic process, conflict, disintegration, transformation capacity, multilevelness, integration, developmental potential, as well as patterns of emotion and belief have specific relevance to family functioning theory.

The respondent families manifested differing developmental stages. Some families appeared to be at early developmental stages wherein transforming capacity appeared to be at a minimum with submission to invariable rules or sameness predominant. Other "higher level" functioning families revealed a dynamic form in which individual creative capacity balances and supports stabilization. Individuality and relatedness as well as adaptability and stability appeared to coexist in healthy families.

This study has also addressed critical concerns of modern family survival. It would appear that the family unit cannot remain content with mere repetition of traditional forms or reproductions of earlier types. The family system is unable to endure an underemphasis of change in a rapidly changing society with its demands for renovation, rejuvenation, creative movement and evolution. Similarly, the family system cannot survive overemphasis of change with a loss of tradition, stability, and conservation of values. The modern family unit must incorporate into its life system an originality and creativeness exemplifying interdependence and complementarity in its search for fundamental unity.

Finally, an important purpose and outcome of the multi-method research process of this study was the encouragement of family members to engage in individual reflection, family consciousness and communication to enhance individual-family functioning.

Limitations and Delimitations of the Study

This study was restricted to the individual and the nuclear family system within the stated parameters with external systems such as education, employment, religion and community considered beyond the scope of this research.

No attempt was made to assess stages of identity development and identity crises specific to adolescent development.

In reference to the levels of emotional development, the difficulty of assigning level values at the higher levels has been noted in previous studies. A similar difficulty was evident in this research with no level V responses being found.

It is recognized that the more varied the perspectives from which data is collected, the greater the possibility for lack of agreement, with subsequent decreased reliability. However, the increased richness and comprehensiveness of the data attained provides justification for the multi-method approach adopted in this study.

Two of the instruments employed in this study consist of responses requiring self-report data. The video-recorded family interaction phase also required typical interactional patterns and response data. Only to the extent that such responses represented the authentic attitudes, experiences and behaviors of the respondents may they be considered valid assessments.

The Verbal Stimuli test and the FACES II test, though useful instruments, have certain limitations. The Verbal Stimuli test requires an ability to express oneself in written form. This ability was not shared equally by all respondents. The FACES II test items are too limited to assess the complexity of qualities such as family cohesion and family adaptability.

Since the study was restricted to a limited number of subjects, the resultant findings will have limited generalizability.

Ethical Considerations

The ethical considerations of the study were of concern with respect to presentation of the research findings. Concerns of anonymity, especially with critical personal information was revealed in the response data, required careful consideration of ethical and legal implications (La Rossa, Bennett & Gelles, 1981).

Certain personal response data were omitted to protect the family members involved. The researcher provided a debriefing opportunity for the subject families and responded to any concerns related to family functioning. Where deemed appropriate, it was also recommended that therapy be provided for any individuals or families manifesting a need.

Suggestions for Further Research

Since this study has assessed only 16 families from one urban center, Edmonton, Alberta, future research could include a larger number of families to increase generalizability.

Comparisons with families in rural areas of Alberta would also be of interest, as would comparisons with families from other urban centers.

The developmental nature of individual emotional development and family system functioning could be assessed by longitudinal studies assessing changes over five or more years.

With the current critical awareness and concern about challenges to family functioning, a study comparing family of origin functioning of parents as compared to family of procreation functioning of parents would be of interest.

With the increasing variety of family life style, a valuable further research project could be a study of one-parent families, as well as reconstituted or blended families to discern relevant dimensions of individual emotional development and family functioning.

Further research centered on a comparative assessment of the effectiveness of individual and family counselling is required to understand more clearly the relative merits of each approach.

Finally, further theoretical analyses are required to ascertain the interconnectedness between individual and system components related specifically to family functioning. Questions related to individual-participation, dynamics-form, and freedom-determination require greater elucidation relevant to family system functioning.

Conclusion

In categorizing families into various typologies it is important to realize that family processes tend to fluctuate with such variables as situation, space and time. The developmental stage of the family life cycle, the current situation or particular context are considerations affecting the observers' attempts at description. In addition, a specific family has its own unique combination of processes, a singularity not reducible to categorization. The mystery in the complexity of evolutionary processes defies categorization, yet descriptive terminology such as optimal and functional related to family processes suggest a value hierarchy. It is the position of this researcher that such a hierarchy of values in relation to family functioning and development is apt.

Positive Disintegration theory proposes a hierarchy of values as Dabrowski observes, individuals at the highest levels of development evidence a striking convergence in terms of value sets and valuing process. Individuals at the higher levels also express an awareness of "that which is higher" and "that which is lower" in themselves. Within family systems, evaluative descriptors such as "normalcy" have often been criticized (Hoffman, 1981). Yet, in the experience of this researcher, families at the higher levels of integration display a striking similarity in terms of general functioning, of cohesiveness, adaptability and communication. The Circumplex Model in fact suggests not "the more the better," but a balance, an equipoise related to developmental life stages and situation. This may be termed a "goodness of fit," a coherence of a high order; a communion that unites the individual members of the family system. As Maturana (1978) affirms:

> Every human being, as an autopoietic system, stands alone. Yet let us not lament that we must exist in a subject-dependent reality. Life is more interesting like this, because the only transcendence of our individual loneliness that we can experience arises through the consensual reality that we create with others, that is through love. (p. 62-63)

The consensual reality being created in the "dance" of family evolutionary processes becomes love. Such a dynamism is not reducible to empirical analysis, but yielding of phenomenological data. Recent studies on family strengths such as that of Otto (1979) and Stinnet et al (1981) have included love as a characteristic of strong families. A most evident conclusion of this research from self-report data, observer ratings and participant-observer analysis was the central importance in functional individual-family experience of caring concern; of love as a lived reality, a communion. This "love-communion" of family members was experienced most intensively by the researcher when the "alienating distanciation" between herself as observer and the family as observed had vanished. As researcher, I, too, had participated in the individuality-relatedness continuum; I, too, participated for a brief time in a new consensual reality with each family.

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APPENDICES

APPENDIX A

VERBAL STIMULI TEST

Please describe freely in relation to each word listed below your emotional asssociations and experiences. Since I need your individual experiences, please do not discuss with anyone else before answering.

Use the lined paper provided, and use as much space as you feel you need.

1) Great Sadness
2) Great Joy
3) Death
4) Loneliness
5) Solitude
6) Suicide
7) Inner Conflict
8) Ideal
9) Success
10) Family

APPENDIX B

FACES II

FACES II ITEMS

by

David H. Olson, Joyce Portner, and Richard Bell

1. Family members are supportive of each other during difficult times.
2. In our family, it is easy for everyone to express his/her opinion.
3. It is easier to discuss problems with people outside the family than with other family members.
4. Each family member has input in major family decisions.
5. Our family gathers together in the same room.
6. Children have a say in their discipline.
7. Our family does things together.
8. Family members discuss problems and feel good about the solutions.
9. In our family, everyone goes his/her own way.
10. We shift household responsibilities from person to person.
11. Family members know each other's close friends.
12. It is hard to know what the rules are in our family.
13. Family members consult other family members on their decisions.
14. Family members say what they want.
15. We have difficulty thinking of things to do as a family.
16. In solving problems, the children's suggestions are followed.
17. Family members feel very close to each other.
18. Discipline is fair in our family.
19. Family members feel closer to people outside the family than to other family members.
20. Our family tries new ways of dealing with problems.
21. Family members go along with what the family decides to do.
22. In our family, everyone shares responsibilities.
23. Family members like to spend their free time with each other.
24. It is difficult to get a rule changed in our family.
25. Family members avoid each other at home.
26. When problems arise, we compromise.
27. We approve of each other's friends.
28. Family members are afraid to say what is on their minds.
29. Family members pair up rather than do things as a total family.
30. Family members share interests and hobbies with each other.

Family Social Science
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297 McNeal Hall
St. Paul, Minnesota 55108

FACES II ANSWER SHEET

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INSTRUCTIONS: Complete Part I completely, and then complete Part II. Please answer all questions, using the following scale.

1	2	3	4	5
ALMOST NEVER	ONCE IN A WHILE	SOMETIMES	FREQUENTLY	ALMOST ALWAYS

PART I:

How Would You Describe Your Family Now?

1. ___
2. ___
3. ___
4. ___
5. ___
6. ___
7. ___
8. ___
9. ___
10. ___
11. ___
12. ___
13. ___
14. ___
15. ___
16. ___
17. ___
18. ___
19. ___
20. ___
21. ___
22. ___
23. ___
24. ___
25. ___
26. ___
27. ___
28. ___
29. ___
30. ___

PART II:

How Would You Like Your Family TO BE?

31. ___
32. ___
33. ___
34. ___
35. ___
36. ___
37. ___
38. ___
39. ___
40. ___
41. ___
42. ___
43. ___
44. ___
45. ___
46. ___
47. ___
48. ___
49. ___
50. ___
51. ___
52. ___
53. ___
54. ___
55. ___
56. ___
57. ___
58. ___
59. ___
60. ___

36 +	12 +	36 +	12 +
☐ − Sum 3, 9, 15 19, 25, 29	☐ − Sum 24 & 28	☐ − Sum 3, 9, 15 19, 25, 29	☐ − Sum 24 & 28
☐ + Sum all other odd numbers plus item 30	☐ + Sum all other even numbers except item 30	☐ + Sum all other odd numbers plus item 30	☐ + Sum all other even numbers except item 30
☐ TOTAL COHESION	☐ TOTAL ADAPTABILITY	☐ TOTAL COHESION	☐ TOTAL ADAPTABILITY

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FACES II: Cutting Points

C O H E S I O N

ADAPTABILITY

	DISENGAGED PARENTS (56.9 or below) ADOLES. (47.9 or below)	**SEPARATED** PARENTS (57.0-65.0) ADOLES. (48.0-56.0)	**CONNECTED** PARENTS (65.1-73.0) ADOLES. (56.1-64.0)	**ENMESHE** PARENTS (73.1 and a ADOLES. (64.1 and a
CHAOTIC PARENTS 56.1 or above ADOLES. 52.1 or above				
FLEXIBLE PARENTS 50.1-56.0 ADOLES. 45.1-52.0				
STRUCTURED PARENTS 44.0-50.0 ADOLES. 38.0-45.0				
RIGID PARENTS 43.9 or below ADOLES. 37.9 or below				

NAME:____________________
FAMILY MEMBER:__________ __________
SEX:__________ AGE:__________
DATE:____________________
EVALUATION:____________________
(Pre/Post/FU)
TOTAL COHESION:____________________
TOTAL ADAPTABILITY:____________________
FAMILY TYPE:____________________

In plotting the couple or family's cohesion and adaptability scores into the Circumplex Model, try to mark the specific location within the particular type that most accurately reflects the actual scores.

	Parents (n=2,030)		Adolescents (n=416)	
	$\bar{X}$	SD	$\bar{X}$	SD
Cohesion	64.9	8.4	56.3	9.2
Adaptability	49.9	6.6	45.4	7.9

APPENDIX C

CLINICAL RATING SCALE

TABLE 1: FAMILY COHESION

	COUPLE OR FAMILY SCORE	DISENGAGED (Very Low) 1 2	SEPARATED (Low to Moderate) 3 4	CONNECTED (Moderate to High) 5 6	ENMESHED (Very High) 7 8
EMOTIONAL BONDING		Extreme emotional separateness.	Emotional separateness.	Emotional closeness.	Extreme emotional closeness.
		Lack of family loyalty.	Occasional family loyalty.	Loyalty to family is expected.	Loyalty to family is demanded.
		Infrequent affective responsiveness between members.	Some affective responsiveness is demonstrated.	Affective interactions encouraged and preferred.	Affective dependency is demonstrated.
PARENT-CHILD COALITIONS (For families only)		Lack of parent-child coalition.	Clear sub-system boundaries.	Some sub-system boundaries with possible generational intrusion.	Parent-child coalition. Lack of clear generational boundaries.
MARITAL RELATIONSHIP		Extreme emotional separateness.	Emotional separateness.	Emotional closeness.	Extreme emotional reactivity.
FAMILY INVOLVEMENT		Very low involvement or interaction between members.	Involvement is acceptable but personal distance is preferred.	Involvement is emphasized but personal distance is allowed.	Very high, symbiotic involvement, members very dependent on each other.
		Individual definitions of reality are predominant.			Shared or imposed definition of reality.
INTERNAL BOUNDARIES		Personal separateness predominant.	Some personal separateness encouraged.	Need for separateness is respected but somewhat discouraged.	Lack of personal separateness.
Personal Boundaries		Rigid personal boundaries.	Clear personal boundaries.	Personal boundaries at times unclear.	Diffuse and weak personal boundaries.
Time (physical & emotional)		Time apart from family maximized. Rarely time together.	Time alone important. Some time together.	Time together important and scheduled. Time alone permitted.	Time together maximized. Little time alone permitted.
Space (physical & emotional)		Separate space needed and preferred.	Separate space preferred; Sharing of family space.	Sharing family space preferred. Private space respected.	Little or no private space permitted.
Decision Making		Independent decision making.	Individual decision making preferred but joint decisions possible.	Joint decisions preferred but not necessary.	Decisions subject to wishes of entire group.

EXTERNAL BOUNDARIES		Open to influences from outside the family.	Somewhat open to outside influences.	Somewhat closed to outside influences.	Closed to outside influences.
Friends		Individual friends seen alone.	Individual friendships preferred and seldom shared with family.	Individual friendships allowed and shared with family.	Family friends preferred with limited individual friends.
Interests		Disparate interests.	Seldom shared with family.	Joint interests preferred.	Joint interests mandated.
Recreation		Separate recreation.	Separate interests and recreation but joint participation allowed.	Joint recreation preferred.	Joint recreation mandated.
GLOBAL COHESION RATING (1-8)					

TABLE 2: FAMILY ADAPTABILITY

	COUPLE OR FAMILY SCORE	**RIGID** (Very Low) 1 2	**STRUCTURED** (Low to Moderate) 3 4	**FLEXIBLE** (Moderate to High) 5 6	**CHAOTIC** (Very High) 7 8
LEADERSHIP (Control)		Authoritarian leadership. Parent(s) highly controlling.	Primarily authoritarian but some equalitarian leadership.	Equalitarian leadership with fluid changes.	Limited and/or erratic leadership. Parental control unsuccessful, rebuffed.
DISCIPLINE (For Families Only)		Autocratic, "law & order". Strict, rigid consequences. Not lenient.	Somewhat democratic. Predictable consequences. Seldom lenient.	Usually democratic. Negotiated consequences. Somwhat lenient.	Laissez-faire and ineffective. Inconsistent consequences. Very lenient.
NEGOTIATION		Limited negotiations. Decisions imposed by parents.	Structured negotiations. Decisions mainly made by parents.	Flexible negotiations. Agreed upon decisions.	Endless negotiations. Impulsive decisions.
ROLES		Limited repertoire; strictly defined roles.	Roles stable, but may be shared.	Role sharing and making. Fluid changes of roles.	Lack of role clarity, role shifts and role reversals.
RULES		Unchanging rules. Rules strictly enforced.	Few rule changes. Rules firmly enforced.	Some rule changes. Rules flexibly enforced.	Frequent rule changes. Rules inconsistently enforced.
GLOBAL ADAPTABILITY RATING (1-8)					

CUTTING POINTS FOR THE CLINICAL RATING SCALE (CRS)

COHESION

ADAPTABILITY

SCORE	DISENGAGED (9 - 26)	SEPARATED (27-40)	CONNECTED (41-54)	ENMESHED (55-72)
CHAOTIC (37-48)				
FLEXIBLE (27-36)				
STRUCTURED (18-26)				
RIGID (6-17)				

In plotting the couple or family's cohesion and adaptability scores into the Circumplex Model, try to mark the specific location within the particular type that most accurately reflects the actual scores.

RATER: ______________________

FAMILY: ______________________

(Name or Number)

DATE: ______________________

EVALUATION: ______________________

(Pre/Post/FU)

TOTAL COHESION: ______________________

TOTAL ADAPTABILITY: ______________________

FAMILY TYPE: ______________________

APPENDIX D

FAMILY COMMUNICATION RATING SCALE

TABLE 3: FAMILY COMMUNICATION

	COUPLE OR FAMILY SCORE	1	2	3	4	5	6
CONTINUITY TRACKING		Little continuity of content;		Some continuity but not consistent across time or across all members;		Members consistently tracking;	
		Irrelevant/distracting non verbals and asides frequently occur;		Some irrelevant/distracting non-verbals and asides;		Few irrelevant/distracting non-verbals and asides; facilitative non-verbals;	
		Frequent/inappropriate topic changes;		Topic changes not consistently appropriate;		Appropriate topic changes;	
RESPECT & REGARD		Lack of respect for feelings or message of other(s); possibly overtly disrespectful or belittling attitude;		Somewhat respectful of others but not consistent across time or across all members;		Consistently appears respectful of others' feelings and message;	
CLARITY		Inconsistent and/or unclear verbal messages;		Some degree of clarity; but not consistent across time or across all members;		Verbal messages very clear.	
		Frequent incongruencies between verbal and non-verbal messages;		Some incongruent messages;		Generally congruent messages;	
FREEDOM OF EXPRESSION		Infrequent discussion of self, feelings and relationships;		Some discussion of self, feelings and relationships;		Open discussion of self, feelings and relationships;	
COMMUNICATION SKILL							
Listeners' Skills							
Empathy		Seldom evident		Sometimes evident		Often evident	
Attentive Listening		Seldom evident		Sometimes evident		Often evident	
Speakers' Skills							
Speaking for Self		Seldom evident		Sometimes evident		Often evident	
Speaking for Others		Often evident		Sometimes evident		Seldom evident	
Intrusions/Interruptions							
Premature Closure		Often evident		Sometimes evident		Seldom evident	
GLOBAL FAMILY COMMUNICATION RATING (1-6)							

APPENDIX E

FIGURE 1 NOTES

1. Roman numerals refer to levels.
2. C refers to dynamisms common to several levels.
3. Dark shading indicates tension in the operation of a dynamism. Tension abates towards higher levels except for personality ideal which increases in significance and power as development advances.
4. Spindle shapes indicate the incipience and disappearnce of a dynamism.

APPENDIX F

INFORMATION AND CONSENT FORMS

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
FACULTY OF EDUCATION
THE UNIVERSITY OF ALBERTA

Jan. 5, 1984

Dear Family Members,

We are currently conducting a study of families in the Edmonton area. The purpose of the study is to understand more clearly how family members function as a group. Your family is being invited to participate.

We would sincerely appreciate your cooperation. By participating in the study, you will be assisting us to help other families. Your names will not appear on any of the questionnaires and all information is completely confidential.

If you have any questions about this research project, please contact Rose Marie Hague at 432-5387 or 435-4398 after 6 p.m.

Thank you.

Rose Marie Hague
Rose Marie Hague

H.W. Zingle, Ph.D.
Supervisor

6-102 EDUCATION NORTH, EDMONTON, ALBERTA, CANADA • T6G 2G5 • TELEPHONE (403) 432-5245

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
FACULTY OF EDUCATION
THE UNIVERSITY OF ALBERTA

CONSENT FORM

I, the undersigned, voluntarily consent to participate in the study being conducted by Rose Marie Hague, a doctoral student in the Department of Educational Psychology, University of Alberta. My participation will include two written questionnaires and a family discussion session which will be videorecorded.

I understand that my responses will be used for a Doctoral Dissertation by Rose Marie Hague, and will be treated as confidential.

Signature ______________________

Date ______________

Address ______________________

Phone Number ______________

6-102 EDUCATION NORTH, EDMONTON, ALBERTA, CANADA • T6G 2G5 • TELEPHONE (403) 432-5245

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
FACULTY OF EDUCATION
THE UNIVERSITY OF ALBERTA

PLEASE ANSWER THE FOLLOWING:

GENDER: MALE ________ FEMALE ________

AGE: ________

PRESENT OCCUPATION ______________________________

HIGHEST LEVEL OF EDUCATION ATTAINED ____________________

Thank you for taking the time to participate in this study.